Inclusion Policy

Reviewed in June 2024

JSSPS Vision Statement on Wellbeing

At JSS Private School (JSSPS) we promote, develop, equip and prepare healthy learners for life. We are committed to making it our mission to promote resilience, positive wellbeing and mental health for all our pupils and staff. We understand wellbeing to be a state of being comfortable, healthy and happy. We aim to drive this message forward, and to ensure that mental health and well-being is "**everyone's business**" across the whole school community. We strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention. We put Wellbeing at the heart of our school to ensure successful learning, and commit to our policies reflecting this practice.

JSSPS Vision Statement on Inclusion

At JSSPS, we adopted a legislative frame work for inclusive education based on UAE Federal Law No.(29), 2006 & Law No.(2) 2014. The implementation and impact of the standards included within Dubai Inclusive Education Policy Framework (2017) are monitored and regulated by the Knowledge and Human Development Authority (KHDA).

We understand that a diversity and inclusion plan will be effective only when founded on a ***true belief in and understanding of the value of diversity and inclusion.*** Therefore, we aspire to create a school culture that reflects appreciation for diversity and inclusion at all levels. We know that our mission of driving personal and economic growth through learning and our vision of becoming the best community will only be achieved by hiring and retaining the best people possible while creating a school community that is reflective of the diverse audiences we serve.

JSSPS recognizes that the vibrancy of our community is enhanced by **diversity**, which we define as the range of human differences. We believe a culture of **inclusion** puts diversity into action by creating an environment of involvement, respect and engagement – where a multiplicity of beliefs, interests, experiences, and viewpoints are harnessed to accomplish our goals.

We work to achieve diversity and inclusion by:

➢ Delivering services in a culturally sensitive manner.
➢ Fostering an environment in which students and staff embrace and promote inclusion and understanding of the value of diversity as demonstrated through interactions with one another.
➢ Integrating diversity into strategies, decisions, and teaching-learning processes.
➢ Aligning diversity and inclusion efforts with strategic imperatives.
➢ Increasing effectiveness and accountability of efforts by developing measureable goals.

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At JSS Private School, we adopted a legislative frame work for inclusive education based on UAE Federal Law No.(29), 2006 & Law No.(2) 2014. The implementation and impact of the standards included within Dubai Inclusive Education Policy Framework (2017) are monitored and regulated by the Knowledge and Human Development Authority (KHDA).

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  ➢ Increasing effectiveness and accountability of efforts by developing measureable goals.

2. DEFINING INCLUSION @ JSS PS

JSS Private School values the individuality of all children. We are committed to giving all our children every opportunity to achieve the highest of standards. (These are stated in the school's aim, mission statement and objectives which are reviewed and reflected upon annually.) We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that the school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We believe that inclusion is the careful and thoughtful marriage of educational excellence and equity. Inclusion, like everything else in education, is a journey, not a destination. Inclusion means an effort to make all students feel welcomed, lovingly supported and appropriately challenged.

3. CORE VALUES AND GUIDING PRINCIPLES

We believe that:	So we:
Self-esteem is an essential in Students well-being and learning.	• Are respectful to students, when talking to and about them. • Keep expectations high and offer respectful, age appropriate learning tasks. • Use strength as a channel to overcome/ameliorate deficits • Celebrate accomplishments privately and publically • Listen carefully to what students have to say about themselves and their learning
Education is essential in establishing strong inclusive communities	• Model continuous learning in our own growth and development • Use positive presuppositions in all of our work and actively seek to address any misperceptions about students
Each child has a right to privacy	• Follow established protocols for managing confidential information
Awareness and self-knowledge are essential for success in life	• Are strong advocates for students • Teach student acceptance, meta-cognition and self-advocacy • Understand and accept multi-cultural perspectives in relation to disability while balancing advocacy for student learning • Teach students how to monitor their stress levels • Teach social skills within the context of our daily interactions • Consciously support students in developing emotional intelligence.
Each student has her/his own challenges and needs	• Use multiple methods of assessment to come to know students very well and holistically • Balance inclusion and remediation based on students need • Seek best practices in learning support for each students based on their learning profile • Provide clear communication, both verbal and written to ensure common understanding with regard to student need
Collaboration is essential in ensuring the quality of the student's learning	• Work to build and sustain relationships with colleagues and families • Work as a multidisciplinary team • Engage students in collaborative learning

4.   AIMS

JSS Private School aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- ❖ Girls and boys;
- ❖ Children with additional learning needs;
- ❖ Gifted and talented children;
- ❖ Children who are at risk of disaffection or exclusion;

A key part involves in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- ❖ Setting appropriate learning challenges;
- ❖ Responding to the diverse needs of the children;
- ❖ Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- ❖ Commitment to the core aims for children and young people (every child matters).
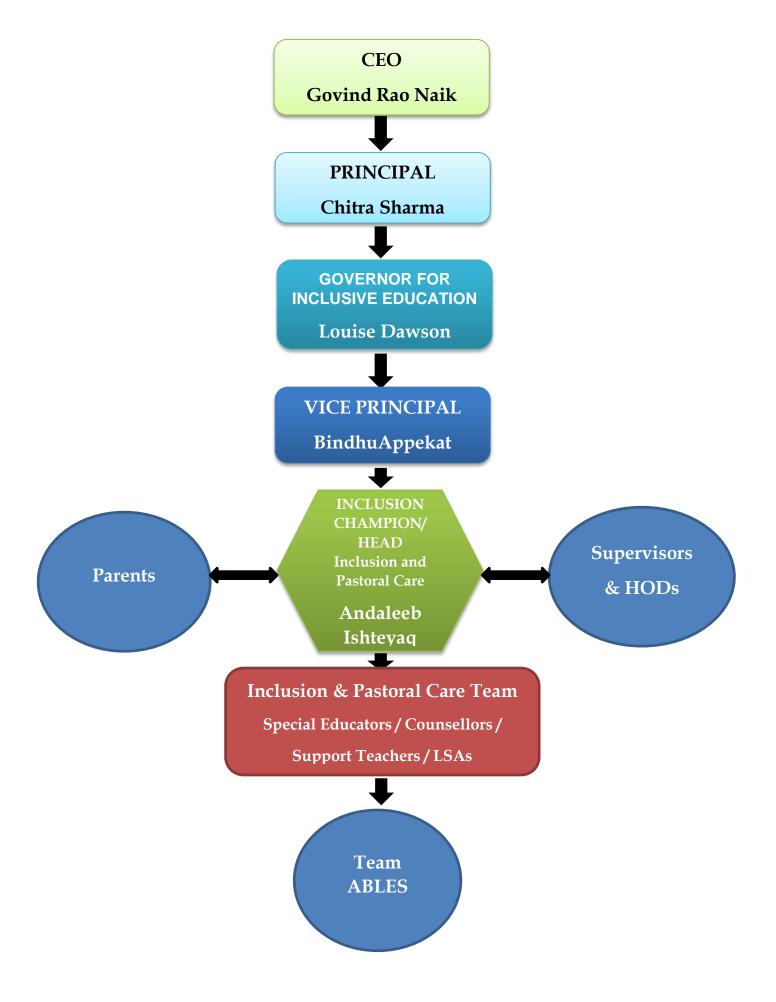
We achieve educational inclusion by continually reviewing what we do, by asking ourselves these questions:

- ❖ Do all our children achieve their best?
- ❖ Are there differences in the achievement of different groups of children?
- ❖ What are we doing for those children who we know are not achieving their best?
- ❖ Are our actions effective?
- ❖ Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

4.1   Objectives of Inclusion Policy:

- ❖ To identify, assesses and manage children's individual needs from foundation stage to higher secondary phase in order to enhance attainment level.
- ❖ To plan an effective curriculum based on individual needs recommended through individual education plan (IEP), Behaviour Intervention Plan (BIP), Individual learning plan (ILP) and Advanced Learning Plan (CALP).
- ❖ To encourage active participation of children, teachers and parents during planning of IEP goals and target criteria.
- ❖ To educate about procedures for identification, evaluation and management among students of determination to all professionals who deal with children.
- ❖ To have partnership with external agencies and allied health professionals to support students who need specialist intervention.

5. INCLUSION SUPPORT TEAM (IST)

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│          CEO            │
│     Govind Rao Naik     │
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│       PRINCIPAL         │
│      Chitra Sharma      │
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│     GOVERNOR FOR        │
│  INCLUSIVE EDUCATION    │
│      Louise Dawson      │
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│     VICE PRINCIPAL      │
│      BindhuAppekat      │
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Parents ◄──────► INCLUSION CHAMPION/ HEAD Inclusion and Pastoral Care — Andaleeb Ishteyaq ◄──────► Supervisors & HODs

Inclusion & Pastoral Care Team

Special Educators / Counsellors / Support Teachers / LSAs

Team ABLES

6. ROLES AND RESPONSIBILITIES

6.1 "Inclusion Support Team":

- ❖ CEO, Principal, Vice Principal
- ❖ Governor for Inclusive Education
- ❖ Inclusion Champion/Head of Inclusion and Pastoral Care
- ❖ Special Educators, School Counsellor, Support Teachers, LSAs,
- ❖ Parents
- ❖ Team ABLES

6.2 School's Governing Board:

A school's governing board plays a critical role in providing systematic support for the development of an inclusive school. The importance of their influence is further emphasised by the requirement for every governing board to appoint a dedicated governor for inclusive education.

6.3 Governor for Inclusive Education: Supporting the governing board to

- ❖ Set strategic direction through a clearly-stated inclusive vision and ethos
- ❖ Hold the designated school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan
- ❖ Allocate financial investment to ensure that targeted plans are sufficiently resourced
- ❖ Monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.

6.4 The principal:

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 an annual programme of continued professional development for all staff at all levels across the school
- ❖ Apply a rigorous system of monitoring and review to track progress and inform revisions to strategic plans

❖ Ensure that recruitment and induction processes prioritise inclusive practices as a key component of professional roles.

6.5   The Inclusion Champion:

The inclusion champion should be a positive communicator, a knowledgeable educator and a skilled practitioner with a passionate belief in the value of inclusive systems of education. The inclusion champion plays an important role in:

❖ Promoting ideas and modelling practice that support the development of inclusive attitudes and approaches
❖ Engaging thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills
❖ Sharing information with senior leaders
❖ Providing the motivation and support required for improvement over time.

6.6   The Leader of Provision for Students of Determination:

The leader of provision for students of determination will hold 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, 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.

6.7   Special Educator:

In collaboration with the Counsellor, Supervisors, and teachers plays a key role in the school in order to raise the achievement of students of determination. Seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of students' achievements, and by setting targets for improvement.

Major Job Responsibilities:

- ❖ Identification and evaluation of children with Special Educational Needs & Disability
- ❖ Coordinating provision for children with special educational needs
- ❖ To plan an effective curriculum based on individual needs recommended through individual education plan (IEP). A plan with measurable, realistic and attainable time related targets will be framed and implemented through IEP/BIP/CALP/ILP
- ❖ Prepares and updates list of children with special educational needs including those who need IEP, and Behavioural Intervention Plan (BIP)
- ❖ Maintain records and files of IEP/ILP/BIP/CALP
- ❖ Liaising with and advising fellow teachers in co-coordinating Individual Education Plan.
- ❖ Managing learning support assistants if any
- ❖ Overseeing the records of all children with special educational needs
- ❖ Liaising with parents of children with special educational needs
- ❖ To educate about procedures for identification, evaluation and management among children with special educational needs to all professionals who deal with children. Develop resources and inventories to maintain the same.
- ❖ Collaborate with the curriculum coordinators so that the learning for all children is given equal priority and available resources are used to maximum effect.
- ❖ Prepare master and weekly timetable for class monitoring, individual and group pull out sessions and to keep students, parents, teachers and supervisors informed in advance to support the program effectively.
- ❖ Monitoring, evaluating and reporting on the provision for students of determination to the governing body and other designated responsible person such as phase supervisors and heads of the departments.
- ❖ Referrals to other support services for medical or educational need of the students.
- ❖ Liaising with external agencies and allied health professionals to support students who need specialist intervention.

6.8   Counsellor:

The School Counselors are vital members of the education team. They help all students in the areas of academic achievement, personal/social development and career development. They consult and collaborate effectively with parents/guardians, teachers, supervisors, and other educational/community resources regarding students with identified concerns and needs.

Major Job Responsibilities:

- ❖ Counseling individuals and small groups of children with academic failure, family issues, child abuse, behavior problems, peer problems, and substance abuse.
- ❖ Prepares and updates list of children with special education needs including those who need IEP, CALP, ILP and Behavioral Intervention Plan (BIP).
- ❖ Conducts class observation for identification and screening of children with special needs when concerns are reported.
- ❖ Coordinates with LSAs and teachers about strategies recommended by Special Educators and monitors implementation of IEP recommendations.
- ❖ Actively participates in all the processes as a team member with Special Educators.
- ❖ Coordinates and participates in training session to support Special Educators.
- ❖ Coordinates assessment modification and curriculum modification.
- ❖ Coordinates with teachers and subject heads for question paper modification to meet starting point or current level of the child.
- ❖ Coordinates career guidance and student support activities.

- ❖ Monitors parent interaction log, and observation registers.
- ❖ Participates in professional development activities to improve knowledge and skills.

6.9   The Support Teacher:

The support teacher is identified as a competent teacher who demonstrates high levels of skill and ability in applying inclusive approaches within their teaching practices. Their core function is to serve as a role model, coach and professional mentor for classroom teachers as they work

- ❖ To develop their practices to meet the learning needs of diverse student populations.
- ❖ Additionally, support teachers spend up to 25% of their time working directly with individuals or small groups of students
- ❖ The support teacher should also continue the pursuit of knowledge and effective pedagogy through professional resources, such as webinars, collaborating with colleagues and connecting with other professional learning communities.
- ❖ Principals should ensure that each support teacher develops the skills required to apply the essential components of professional support. The essential components of teachers' professional support are detailed below:
  - **Observations of Teaching And Learning:**
  - **Collaborative Review of Student Data:**
  - **Co-Planning:** The development of strategies to meet the learning needs of both students and teachers will be the focus of thoughtful collaborative planning.
  - **Modelling:** A critical responsibility of the support teacher is to model strategies which promote effective student engagement and skilful teaching practice.
  - **Co-Teaching:** Regular opportunities for co-teaching are essential to enable the continual refinement of inclusive teaching approaches.
  - **Collaborative Reflection:** The support teacher should regularly monitor and evaluate improvements in the teacher's practice, identify its effect on student learning and outcomes and select the focus for further development.
  - **Gradual Release of Responsibility:** As the confidence of the classroom teacher grows and enhanced practices become embedded, the support teacher should gradually withdraw their professional support.

6.10   The Classroom Teacher:

Classroom teachers are responsible for the learning, progress, and outcomes of all the students in their classroom. They may be the first to raise a concern about potential learning difficulties within their students. It's important that teachers continuously develop their confidence, willingness, knowledge and skills to provide learning opportunities to their students of determination on an equal basis to others. The classroom teachers' duties involve working with a collaborative team including parents, support teachers, learning support assistants (LSAs), and specialists. They need to be open to continuous self-development to enhance their inclusive teaching competencies. Their main roles include:

- ❖ 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 maximise 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

6.11   The Learning Support Assistant

The effective learning support assistant (LSA) has an important impact on the development of inclusive classrooms for students of determination. LSAs should have access to ongoing professional development to ensure that they are fully effective in their roles. Involving the LSA in assessment processes, record keeping, lesson-planning, and resource development. Supporting the classroom teacher in the development of a stimulating and productive learning environment. The specific responsibilities will differ according to the individual context of each LSA, but will include:

- ❖ Providing individual support to a specific student
- ❖ Promoting access to targeted support outside of the classroom
- ❖ Working on differentiated activities with groups of students
- ❖ Liaising with the leader of provision for students of determination
- ❖ Developing social/emotional skills
- ❖ Working with teachers to monitor the progress of students
- ❖ Supporting intervention or therapy sessions.

An effective LSA provides a 'bridge' of support to students, helping them achieve what they are capable of without creating dependency. The development of independence in all aspects of school life is a key part of the role, and includes allowing a student to make mistakes and to look for their own ways to solve problems. Consequently, key indicators of learning support success include; the extent to which students become more independent in their learning, are more able to regulate their emotions and behaviour, or are more tolerant and resilient in the face of challenge. Effective learning support will enable students of determination to become confident learners who are increasingly able to contribute to and gather meaning from the school and wider community.

6.12   The Role of the Parents:

- ❖ Need to utilize opportunities for parents/caregivers to come and work or observe their child in the group or class room.
- ❖ Parents need to monitor child's skills based on recommendations by Special Educators.
- ❖ Parents need to follow up recommendations provided by IPC team.
- ❖ Parent can come to school and be in class and take up the role of learning support assistant by following the guidance provided by Special Educators.
- ❖ Parents will be invited to attend or contribute to a term review of child's provision. In some cases, this may occur more regularly.

7.   PARTNERSHIP WITH PARENTS & CHILDREN

Parents are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents' contribution to their child's education is valued highly by the staff of the school. Parents are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing where necessary the Individual Education Plan. The school will also update parents with relevant information. Parents are allowed to be part of IPC team as learning support assistant in phase 1 and phase 2. They are provided with home training (written activities).

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the school council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For SD this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

8. INCLUSION ACTION CYCLE

9. SCHOOL STRATEGIC INCLUSIVE EDUCATION IMPROVEMENT PLAN (IEIP)

School governing body and leaders conduct action plan meetings to ensure the improvement of Inclusion and Pastoral Care department by framing new action plan considering recommendation followed by KHDA inspections. Following are the areas which school governing body and leaders emphasize during annual IEIP meetings.

- Recommendation by DSIB, KHDA and/or MOE.
- Review of Inclusion Policy.
- Training programs for regular teachers and Specialist Staff.
- Discuss resources to be developed for supporting SD.
- Modification in Individual Education Plan and related documents.

10.   ADMISSIONS PROCEDURES

JSS PS believes that the admissions process should not discriminate against students with special needs, but should instead attempt to assess the strengths of the whole child. All applicants undergo initial baseline testing. Additionally, previous school performance and records are taken into account when determining whether students are likely to be successful in JSS PS's academic program. Specific procedures are provided below:

1. The Registrar assembles the necessary documentation for a student's file and presents the application to the counsellor for review. The application for enrolment includes a document entitled "Confidential Letter of Recommendation Form" from the student's former school, which includes questions about any special learning needs. The application also includes a section where parents are expected to indicate any special learning needs of the student. The Registrar schedules and administers the student's intake assessment.

2. The KG counsellor assesses the student. The counsellor speaks briefly with the parents after the assessment and reviews the questionnaire that has been completed regarding the specific learning needs of their child. After reviewing assessment results and other documents, the counsellor makes a recommendation for placement and passes the applicant's file on to the respective supervisor.

3. The supervisor receives the application, reviews it, and decides whether to admit, waitlist, or reject the applicant. The supervisor communicates his or her decision to the Registrar and the counsellor.

4. If the student is admitted, the counsellor arranges a meeting with the student and family regarding academic support concerns.

5. The supervisor and the counsellor consult to determine the best class placement.

6. If the student has a specific learning need, the Principal or Vice Principal discuss it with the teacher(s) in question.

7. The counsellor, classroom teachers, and learning support assistant (as necessary) and supervisor (as necessary) confer before the student begins classes to discuss any important issues in his or her file.

8. If a student's file includes an IEP or similar plan from a previous school, the counsellor, classroom teacher, and learning support assistant review the document(s) and implement as many strategies as possible, while developing a new IEP based on the documents provided. If there is no previous plan and our intake assessment of the student identifies challenges in academic areas, the classroom teacher will put strategies in place to help the student be as successful as possible at JSS PS.

11. IDENTIFICATION PROCEDURES

The following five- step process is used at JSS PS to determine eligibility for learning support services:

1 Referral to Student Support Team (IST)	2 Evaluation and Determination of Eligibility	3 Development of the IEP, CALP, BIP or plan for LS services	4 Implementation of the IEP, CALP, BIP or LS services	5 IST monitors student progress and review LS services

Step 1—Referral to Inclusion Support Team (IST)

o   IST consists of the Principal, Vice Principal, Supervisor, HoD, Special Educators and counselors. Classroom teachers are included on the IST on a case- by- case basis.

o   When a student experiences learning or behavior difficulties, or has sensory, medical or physical needs, s/he may be referred by parents, counsellors, principals, or teachers for an evaluation to determine eligibility for JSS PS's SD programming. This referral should be made to a counselor, who will represent the case on the IST.

o   When it receives a student referral, the IST conducts a review of a student's academic and performance history, medical history, and (if appropriate) the principal or learning support teacher conducts a classroom observation in the area of concern.

o   IST members make recommendations for pre- referral interventions to immediately improve the student's academic performance. The IST also begins to monitor the student's progress and collect data for regular discussion.

o   If the student's progress is adequate and the Tier 1 interventions appear successful, the IST can determine that SD support is not necessary.

Step 2—Evaluation and Determination of Eligibility

o   If the student's progress is **not** adequate (meeting grade level expectations for success), the IST may begin a comprehensive evaluation to determine eligibility for special education programs and related services.

o   When Tier 1 interventions have been attempted, but they do not sufficiently address the child's needs, members of the IST will meet with the student's parents to review why they believe a comprehensive evaluation is necessary and how it will benefit the child.

o   Members of the IST share information with parents about qualified professionals who can assess their child. They further suggest a timeline for completing the assessment.

o   Parents schedule their child's assessment with a qualified psychologist.

o   Once assessment is complete, parents share written documents with the IST. Members of the IST may also contact the psychologist, with parental consent, to discuss the child's assessment, as necessary.

o   The IST meets to evaluate the student's eligibility and determine his or her level of special education program and related services.

o Members of the IST meet with the student's parents to share results of the evaluation and to explain the services they are recommending.

Step 3—Development of the IEP

Students with formally diagnosed learning disabilities or special educational needs as identified by a doctor or educational psychologist will have an Individual Education Plan (IEP) written for them that will help students, parents, Special Educators, counselors, and administration identify:

o Student and parent information including background information
o Performance background for the student, including strengths and areas of concern
o Classroom and testing accommodations.
o Recommended therapies
o Student goals, strategies, assessment and progress.

Step 4—Implementation of the IEP

o Special Education Services are provided to students in accordance with the recommendations of the IEP.
o An IEP should be implemented immediately following written parental approval, but within a two- week period.

Step 5—IST monitors student progress and reviews LS services

o The IEP is reviewed and the student's progress monitored closely by the IST.
o During the first three months, IST members and teachers may be reconvened to review the progress.
o The IST schedules an annual review report of all LS services and makes recommendations for the next school year.

12. ELIGIBILITY CRITERIA

The Student must exhibit at least two of the criteria listed below to be included into the Learning Support Program

- Term Grade level for English/Maths/Science falls **below year level** – assessed with most recent report card and testing, completed by class/grade teacher
- Must be in the **lowest streamed** class for grade level English/Maths/Science classes.
- Not likely to be given a pass to the next level, in English/Maths/Science
- Formally assessed with a **learning disability** by a qualified professional, supporting documentation provided from a qualified specialist i.e. Psychologist
- Formally assessed by a qualified professional i.e. Psychologist, Paediatrician, etc.
- Assessed by the Learning Support team as requiring Learning Support intervention for a particular learning disability (concern).
- Approval from KHDA for withdrawal from additional languages

13. TIER SUPPORT PROCESS

JSS PS provides for its students of determination by following Response to Intervention programme. The three tier of provision for SD takes into account quality inclusive teaching to all students in the class.

Tier 1:
- ❖ **Mild SD Cases** without pull-out sessions including Behaviour, Social-Emotional and Medical Conditions (Supported through **SD Profile** and **In-Class accommodations**)

Tier 2:
- ❖ **Moderate SD Cases** with pull-out sessions including Behaviour and Social-Emotional conditions (Supported through **IEPs** and **BIPs**)

Tier 3:
- ❖ **Severe SD Cases** with pull-out sessions with/without LSA support (Supported through **IEPs** and **BIPs**)

For better understanding of the process kindly refer to the details below

TIER 1
- ❖ If a student is underachieving or struggling for any reason, then the classroom teacher will adapt their practice guided by their Head of Department or Special Educators.
- ❖ If a student continues to make little progress or struggle to engage during lessons then they will move to TIER2. This may be triggered via internal and external assessment data including CAT4 and ASSET, SNAP (LD, B) teacher and Special Educators observation or parental request.

TIER 2
- ❖ The Special Educators will target a specific, time-limited intervention to address any underachievement or concern.
- ❖ Progress made during these interventions will be assessed on a term basis.
- ❖ Parents will receive information prior to any intervention beginning and a report at the end to describe progress.
- ❖ Following the completion of an intervention the Special Educators may reassign a student to an alternative intervention if progress has not been made or cease the intervention if progress has been made.
- ❖ Following cycle of assessing students, planning and conducting interventions and assessing progress, if a student continues to make no progress then they may be elevated to TIER 3.

TIER 3
- ❖ The Special Educators may refer the student to an external agency for additional information and recommendations.

- ❖ If the student is suspected of having a specific learning need then they will be referred on to the appropriate diagnostic pathway.
- ❖ The Special Educators will prepare strategies about how the needs of a student must be accommodated in the classroom and wider school community.

14.   MODIFICATIONS AND ACCOMMODATIONS

14.1   Modifications are changes in what a student is expected to learn. Modifications are made when the regular curricular expectations (the standards and benchmarks) are either beyond the student's level of ability or readiness OR when the student has already mastered those standards. With modifications, the student is expected to learn something different from the general education standards. Changes are made to the curriculum to provide opportunities for students to participate meaningfully and productively along with other students in the classroom. Modifications include changes in:
- ❖ Instructional level
- ❖ Content
- ❖ Performance criteria

When a child's disabilities are significant, or a child is exceptionally able, it may be appropriate to employ modifications. Generally, modifications are NOT made by individual teachers acting in isolation. They are determined by IST as a result of an Individual Learning Plan (IEP) or CALP and are closely monitored by a Case Study Manager.

14.2   Accommodations are changes in how a student accesses information or demonstrates learning, and may be seen as a way of differentiating instruction. Accommodations do not change, alter or lower the expectations of the curriculum and do not alter what the test or assessment measures. The changes are made in order to provide students with equal access to learning and equal opportunities to demonstrate learning. Accommodations are simply different approaches to achieving the same curricular goals. Accommodations may include changes in the following:
- ❖ Presentation and/or response formats/products and procedures/processes
- ❖ Instructional strategies
- ❖ Time/scheduling
- ❖ Environment
- ❖ Equipment
- ❖ Resources and materials

It is important to note that accommodations are an essential feature of differentiated instruction and serve to optimize the learning of all students.

	Modifications	Accommodations

Basic Definition	Different curricular or learning expectations	Different methods of reaching curricular goals that capitalize on student strength.
Curriculum	Changes made to the curriculum to meet the individual needs of students	No change to the curriculum; learning outcomes remain the same.
Assessment	Assessment criteria may be changed to meet the needs of students	No change to assessment criteria
Grading	Grades may be modified and so indicated on report cards or transcripts	No change to grading criteria
Type of student	Only those with significant disabilities or those who may be exceptionally able	All students, particularly those who are: ❖ Diagnosed with mild or moderate disabilities ❖ Struggling
Determination of Service	At a Child/Student Study Team Meeting as an ILP is being prepared	May be made at the teacher's discretion or at a IST meeting Through collaboration with Learning Support Staff
Documentation of Service	❖ ILP ❖ Letter home outlining how changes of curriculum affect student's future academics. ❖ Progress/Grade Reports by Case Manager ❖ Transcripts	❖ Documentation not required for informal accommodation ❖ Documented in comment section of Report Cards ❖ Formal Documentation may be required when seeking accommodations on external examinations

15.   EXEMPTIONS

Exemptions are exceptions to rules and one of the most important functions of school leaders is to make reasonable exceptions to reasonable rules. Students can be exempted from standardized testing (e.g. insufficient English) or from specific course requirements (e.g. students with significant delays or developmental issues whose participation would not be appropriate; or students who are so far ahead that to complete course pre-requisites would in effect cause them to repeat material already learned).

16.   INDIVIDUAL EDUCATION PLAN (IEP)

The purpose of an Individual Education Plan (IEP) is to document a student's needs to ensure common understanding of his or her learning profile, to identify modifications and/ or accommodations, and to set expectations about a common approach amongst teachers, parents, therapists, administrators and students as they work towards common goals.

Each student who has been diagnosed with a learning disability has a written IEP that will be reviewed and revised at least annually. The assigned case manager will generally have responsibility for updating the IEP and distributing it to teachers who work with the student.

In the case of new students entering the school with a previous diagnosis of a learning disability, the IEP is written and the IST Meeting is held within a month of admission. For students who are newly diagnosed with a learning disability, an IEP is written and an IST meeting is held within one month of the diagnosis.

17.   INTERVENTION FOR STUDENTS OF DETERMINATION

TIER 1

- ❖ Quality first teaching practice is embedded across the whole school.
- ❖ Teachers plan and differentiate learning to provide adequate challenge to all students to ensure effective pupil progress. Appropriate methods and resources are selected and used in lesson planning.
- ❖ All students will attend mainstream classes. The pace of the lesson is adjusted for some learners.
- ❖ Students are benefited from support outside of class room through remedial teaching.
- ❖ Teachers are encouraged to plan collaborative learning with both peers and staffs.
- ❖ Teachers are following Individual Learning Plan (ILP) to reinforce the learning of students.
- ❖ Teachers are expected to repeat instructions to reinforce learning for some students with an on-going assessment of understanding of concepts.

TIER 2

- ❖ Teaching staff are required to use the IEP's and communicate with parents, the Special Educators and the student to gain a holistic learning for the student.
- ❖ Students in TIER 2 have access to 1:1 or small group interventions to target the following additional areas of need:
  - ➢ General literacy
  - ➢ General numeracy
  - ➢ Reading
  - ➢ Behaviour Management
  - ➢ Spelling
  - ➢ Writing
  - ➢ Communication skills

TIER 3

- ❖ Some students may have timetabled access to the curriculum to support mainstream lessons. In some cases, timetables will allow for reduced content to focus in other areas. This will be mentioned in their IEPs.
- ❖ Some student may have access to the mainstream curriculum at all times; this can act as a 'safe haven' to reduce any anxieties of mainstream education.
- ❖ Students with significant literacy need may be allocated to 1:1 or small group intervention with focus on developing basic learning skills targeting specific areas of need and closing the gap with peers.
- ❖ The use of Learning Support Assistants may be targeted to structure access to mainstream lessons. They will do this in line with the student's IEP.
- ❖ Students in TIER 3 receive teachers assistant/ LSA during class time and unstructured time for 1:1 or small group interventions to target the following additional areas of need:

- ➢ Access to all elements of the curriculum
- ➢ Transitional support between lessons
- ➢ General literacy
- ➢ General numeracy
- ➢ Reading
- ➢ Spelling
- ➢ Writing
- ➢ Personal care
- ➢ Behaviour Management
- ➢ Communication skills
- ➢ Social interaction, independence and emotional well-being.

18. CATERING TO SD DURING BLENDED LEARNING

In many ways online learning is tailor-made for students with special needs. Students who find the classroom environment challenging, learn at a different pace, or need a high degree of differentiated content may find it easier than traditional learning. However, there are a few important things that need to be taken into consideration. For example, students with attention difficulties or low motivation may struggle to complete tasks on their own with little or no supervision. *Regular communication with parents and students is essential to helping students stay on task.*

18.1 DIGITAL MODIFICATIONS
Aside from apps, digital modifications are critical for online home learning for special needs students. Text to speech (TTS) is a type of assistive technology that reads digital text aloud and works with almost all digital devices—phone, iPad, computer. Many types of text files and most web pages can be converted into audio with TTS software.

- ❖ Mac/iPad—in Settings under Accessibility
- ❖ Windows—in Control Panel under Ease of Access
- ❖ Android—in Settings > Accessibility > Text to Speech Output
- ❖ Chromebook – in Settings under Accessibility

Speech recognition (dictation) is another necessary tool, found on most digital devices, that enables students to express themselves by simply talking without having to worry about typing, spelling, and grammar. Dictation software is available on most devices in the settings menu, and it helps students expand their writing skills and achieve new levels of success.

18.2 Guidelines for Teachers:

<u>Be Accessible</u>. There are three aspects of accessibility that are key here – accessibility for students with physical impairments that may create challenges for reading/seeing/hearing digital files and content, accessibility for students with psychological and/or learning differences that require certain accommodations such as extra time to process materials or additional exam time, and accessibility for students with limited access to computers or stable internet service.

- *Ensure all files, images, videos and other posted content are accessible (i.e., visual content can be clearly translated by a screen-reader and audio content has visual captions)*
- *Provide relevant accommodations for students*
- *Check whether content is student-friendly*
- *Consider variation in students' access to computers and stable internet service*

Be Flexible and Open. A key aspect of equitable and inclusive teaching, in general, is recognizing and working with the diversity of our students, along multiple dimensions. You may find that one silver lining to this situation is that you discover new ways of teaching that are both better for your students and more enjoyable for you!

- ❖ *Have flexible policies*: Review your syllabus and consider what changes might be needed to your grading, late policies and other policies in order to accommodate this transition
- ❖ *Think about alternative ways that students can engage with your class (flexible activities)*
- ❖ *Think about alternative ways that students can show you what they have learned (flexible assessments)*

Be Identity-Conscious. A critical feature of <u>equity-minded teaching</u> is the acknowledgement that our students are NOT all the same, that they come to us with sometimes vastly different experiences, and those experiences are often tied to their social identities (i.e., race, gender, sexual orientation, nationality, first-gen status, etc.). In the virtual environment, and at this particular moment, there are several ways that you can incorporate that acknowledgement into your class in meaningful ways.

- *Address micro aggressions in discussion boards, chats and other places where students interact*
- *Consider integrating culturally-relevant materials*
- *Be aware of variation in students' capacity to manage remote learning*
- *Be aware of how the current situation is impacting different communities*

Be Proactive and Intrusive. A well-designed virtual class will build in a great deal of structure and accountability. In addition, designing for equity and inclusion means being particularly proactive about supporting students who may need some extra attention.

- *Pay attention to early warning signs that students may be struggling and reach out proactively*
- *Use more formative assessment and make completion mandatory*
- *Know what resources are available for students*
- *Prepare your students for all-digital learning*

Be Relational. While establishing supportive interpersonal relationships with students is one of the most fundamental tenets of effective teaching, it can be particularly important for students from traditionally under-represented backgrounds.

- *Continue to have opportunities for live, synchronous engagement*
- *Talk to your students about what is happening*
- *Build / maintain community among students*

- *Provide students with support and resources*

Be Transparent. Being inclusive means being mindful that not all of our students are well-versed in the hidden curriculum that teachers may take for granted. When we throw in the additional challenges of distance learning, we must work even harder to ensure that we are not making any unnecessary assumptions about what our students know and are able to do.

18.3 Some Specific Strategies:

Include both audio and visual formats.

Content should be accessible in multiple forms. Learners do not need to be blind or deaf to have difficulty seeing or hearing different media forms. By providing both formats, this gives learners options.

Use alt tags on images and headers in your copy.

Screen readers and tab navigation are designed to work with HTML markup in certain ways. When uploading an image, include an alt description that accurately describes what is in the image, so that screen readers know what it represents. Include headers in copies so that those using tab navigation can easily skim through content.

Enable options for special keyboards and tab navigation.

Learners with motor control difficulties rely on special navigational tools, such as alternative keyboards, to move through a site. The course should support these navigation tools.

Avoid crowding with large, readable text and lots of white space.

Not only is cramped text harder to read, buttons and links that don't have enough click padding around them are hard to click. Give designs room to breathe. Tight, small text is a bad design to begin with.

Use contrast and descriptive labels with infographics.

Color Blindness affects approximately 8% of men and 0.5% of women. The most common form, red-green, makes it difficult for learners to distinguish between some hues. Graphics or design elements that rely on color should choose colors that have light/dark contrast, use patterns effectively, and label all elements. If in doubt, put the graphic through a black and white filter to see if it still makes sense. If it does not, it may be unreadable by some learners.

COLOR CODING

There is research that suggests alternating colors and using multi-color text actually helps facilitate reading and understanding. Try and take some time to make intimidating documents easier to differentiate visually.

Other suggestions:

- ❖ Provide Clear Instructions To Improve Engagement
- ❖ Summarize The Key Concepts And Ideas Beforehand
- ❖ Incorporate Subtitles And Audio Narrations
- ❖ Offer Immediate eLearning Feedback With Recommendations

18.4   Some e-Learning Apps:

Customization is key with any app, so adults and educators should be prepared to put in some time learning the apps themselves or how to make modifications in the settings.

My PlayHome is a free app that gives kids a digital doll family of up to 15 people in various skin tones with whom they can explore, play, and share stories with other people. These shared stories help to increase student verbalizations, provide a place for social and emotional learning, and teach necessary early language skills.

SoundingBoard is a free mobile augmentative and alternative communication (AAC) app designed for children who are unable to speak (or who have limited speech) to help them communicate. In order to meet the needs of this particular population, the app comes with preloaded boards using symbols with recorded messages. Students select and press images on the board to prompt a verbal message.

LetterSchool promotes early literacy and numeracy skills by guiding children to tap, touch, and trace colorful animations. Children learn letter formation, letter sounds and names, spelling, counting, and other preschool and primary skills. This app, which offers a free trial, also does an excellent job of developing fine motor skills and eye-hand coordination.

Tales2Go, an audiobook service that offers a free one-month trial, helps students who struggle to read while boosting their listening skills. This app has an extensive collection of stories and books for all ages, with scores of splendid narrators who bring stories from every genre to life.

Epic! is an e-library that is great for supporting reluctant or struggling readers. It provides access to more than 20,000 high-quality children's books and educational videos and includes an assortment of both fiction and nonfiction books from prominent publishers. Epic is offering free access to schools during this time.

19.   CATERING TO GIFTED AND TALENTED

The definitions of gifted and talented students takes account of the 'Differentiation Model of Giftedness and Talent' (DMGT) and align with international best practice.

- ❖ The term **giftedness** refers to *'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human*

ability.' These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.

❖ The term **talented** refers to *'a student who has been able to transform their 'giftedness' into exceptional performance'.* Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

All gifted students have the potential to be highly able but not all highly-able students are truly gifted. Common distinctions between the able and gifted child include:

❖ An able student knows the answer; the gifted learner asks the questions
❖ An able student works hard to achieve; the gifted learner knows without working hard.
❖ An able student enjoys school; the gifted learner enjoys self-directed learning
❖ An able student has a fine imagination; the gifted learner uses that imagination to experiment with ideas.

It is essential in the education of students with special gifts and talents, that schools form effective partnerships with parents so that students with special gifts and talents are understood, valued and included in the school community, where they have the ability to make friendships with students with similar interests and abilities.

Giftedness is not always visible and easy to identify. Its visibility can be affected by cultural and linguistic background, gender, language and learning difficulties, socio-economic circumstance, location and lack of engagement in a curriculum that is not matched to their abilities. Identification could happen through a range of ways including:

❖ Observations
❖ Interviews with parents
❖ Gifted and/or talented screening checklists
❖ Student interest surveys, self-reports and student interviews
❖ Standardised attainment tests
❖ Standardised assessments of cognitive development and ability that can only be administered by psychologists.

The identification of students with special gifts and talents should not be viewed as an isolated activity. It is the essential first stage of a continuum of provision which should provide appropriate and personalised learning programmes to enable all gifted students to become talented. The following are key aspects to consider when personalising education programmes for students with special gifts and /or talents.

Differentiation - An effectively differentiated curriculum meets the needs of students with a range of learning styles and ability levels. A differentiated curriculum is essential for gifted and talented learners whose potential is unlikely to develop without special educational provisions.

Pace - It is likely that gifted and talented students will learn at a faster pace. They may understand new concepts more easily and with fewer repetitions. Consequently teachers will need to provide appropriate challenge to sustain the students' attention and desire to learn.

Assessment - Assessment is an important, on-going diagnostic tool for matching curriculum delivery to students' needs. Pre-assessment allows teachers to determine what students already know, so that a more challenging learning programme can be provided.

Groupings - Students with special gifts and talents can benefit from flexible grouping within the classroom where they can work individually or with other gifted students.

Level of work - Gifted and talented students generally understand concepts and ideas at a level which is above usual age-related expectations. Therefore the curriculum needs to be concept based and include complex, abstract ideas so that interests and abilities are challenged and extended.

Enrichment - It is expected that the vast majority of gifted and talented learners will be taught in mainstream classes as part of a differentiated curriculum. Provisions for gifted and talented learners need to include opportunities for enrichment, extension and acceleration within and beyond the classroom.

CALP

A comprehensive CALP (Collaborative Advanced Learning Plan) is in place to cater the needs and aspirations of Tier 2 and 3 Gifted and Talented students.

20. TRANSITIONS

20.1 How are transitions managed *within* Grades:

❖ Each new academic year, prior to class placements, all tiers of students are reviewed by IST.
❖ The IST, in collaboration with grade level teachers, makes appropriate class placements for all tiers of students (e.g., classroom teacher strengths, numbers of students at each tier, and the amount of support required by each student are considered in the placements).
❖ Student transition portfolios on each child are created and passed from last year's teacher to next year's teacher. Portfolios include all SD documentation (Learning Support Plans, and Individual Education Plans), past copies of report cards, and student work to assist the new teacher in understanding each child.
❖ The Master Tracking Sheet is updated and used to ensure consistency over time.
❖ During in-service week of the new school year, the IST meets with each classroom teacher to review students at all tiers and the appropriate documentation (Focus Report, Learning Support Plan, and Individual Education Plan) is given to the class teacher. As part of this process, strategies for intervention and support are shared.
❖ Within the first two weeks of the school year, the IST meets with all LSAs and specialist teachers to review Tier 2 and 3 students. This meeting highlights key concerns and effective strategies.
❖ Tiers 1, 2, and 3 student profiles are updated annually.

❖ All SD student files are stored in the ABLES Centre. Subject teachers are informed at the beginning of each semester who the Learning Support and students of determination are in their classes.
❖ Briefing profiles, which provide succinct summaries of a student's learning differences and strategies to accommodate those differences, are supplied to teachers as well as IEP, BIP, ILP and CALP documentation.
❖ Every April the Special Educator facilitates meetings with groups of teachers to review SD student summaries, IEPs and strategies for differentiation.
❖ Every April the Special Educator facilitates a phase meeting in which every teacher receives a blue folder containing SD and Learning Support student briefing statements along with scheduled time to discuss these briefings.
❖ From this point, regular IST meetings are held and the team begins to monitor student progress in all tiers.

20.2   How are transitions managed between phases?

KG to Primary School:

Primary SD students' parents and the Primary Counselor are invited to the final Primary Parent/Staff IST meeting of the KG 2. At this time, the IST reviews the student's progress over the year with the primary Counselor and SD student's parents in Language Arts and Math, and of behavioral strengths and challenges at the end of KG 2. The Learning Support Teacher reviews progress on IEP or the ILP. In the third trimester, the KG Counselor invites the parents of each student of determination in KG 2 to a final Parent/Teacher/IST meeting. At this time, the Counselor, Teacher, Learning Support Teacher, Parents and Admin review the academic progress and progress made with the IEP or CALP goals. An educational summary, which includes report cards, official plans and reports, and meeting notes from the student's year of entry to the end of KG 2, is provided to the Primary Counselor and Primary Supervisor. A final updated IEP, or CALP with progress comments and any other relevant learning support documentation are passed on to the responsible Primary Learning Support teacher in Grade 1.

Primary School to Middle School

When a student enters the Middle School from the Primary school, counselors meet with all Grade 5 teachers to gather sharing notes on incoming Grade 6 students. The MS Learning support team meets with the IST to pass on documentation and facilitate the smooth transfer of Primary students of determination to the MS. At this time students are flagged for their varying needs and levels of support. Students and their area of support are recorded. Class lists are generated for teachers including each student's academic/behavioral consideration.

Middle School to High School

In March of an "At- Risk" student's 8th Grade year, before entering High School, Middle School counselors meet with their High School counterparts to share notes on incoming Grade 9 students. Counselors and learning support teams from both phases then meet to discuss the learning needs of these At- Risk students: Tier 1, 2 and 3. The MS Student Support Team transfers its student documentation to its HS counterparts to facilitate the smooth transfer of student documentation to the HS. At this time, new HS At- Risk students are flagged for their varying needs and levels of support. Students and their area

of support are recorded and the counselors produce an appropriate list of students falling into each category. This list is provided to all teachers at the start of the school year and follow up is conducted with teachers individually to discuss the needs of particular students.

21. RESOURCES

JSS PS is in the process of bringing maximum resources for students of determination. In the class room, resources such as picture communication system or augmentative alternative communication system are at implementation stage. ICT based programs are implemented.

22. RECORDING

The Leader of Provision for SD compiles a register of students. A recording system for all students on the register is in operation incorporating Individual Education Plans (IEPs). These plans can be accessed by all staff. Each student will have a SD file containing evidence of need, copies of any diagnostic tests and a record of departmental interventions.

23. MONITORING AND REVIEW

Students' progress is regularly monitored and reviewed involving appropriate agencies, staff, students and parents. The IEPs are updated after parents' consultation in response to subject staff feedback. Interim and full reports with regards to attainment are published to parents in accordance with the school's assessment calendar. The school will contact parents when a need is first identified and maintain regular contact. IEPs will always be updated and reviewed with the student, and they will be given an opportunity to review their own progress each time the IEP is updated.

24. EXIT CRITERIA

Students are exited from the learning support program when they are:
- ✓ Working to their potential on a grade level standard for a sustained period of time (at least half a school year) based on standardized assessment instruments;
- ✓ Understand their learning profile;
- ✓ Demonstrate the use of strategies to compensate effectively for their disability; and
- ✓ Demonstrate effective self-advocacy skills.

25. CRITERIA FOR EVALUATING THE SUCCESS OF OUR POLICY

- ❖ Parents are involved with individual targets set with children by discussing, receiving and having their views recorded; (particularly relevant if used with Individual Education Plans for their child);
- ❖ Children are involved in discussing, constructing, reviewing and having their views recorded on their own Individual Education Plans;
- ❖ Individual Education Plan targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets.
- ❖ Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on the child's file and are involved in their development.
- ❖ The School Improvement Plan and priorities include the provision for SD.
- ❖ Any external evaluation or inspection.

We also measure and evaluate our own inclusive programs of education against these five success attributes:

- ❖ What would increase self-knowledge look like in a child with a learning disability?
- ❖ In what ways have I as a teacher specifically supported a student's growth of efficacy? How have I helped a student to see the connections between effort and improved achievement?
- ❖ When have I seen my most challenged students engaged in perseverance? What were the conditions? How might I recreate them?
- ❖ In what ways am I explicitly teaching goal setting, reflection and refinement?
- ❖ How am I supporting my students in their journey towards interdependence?

26.   REPORTING COMPLAINTS

If parents have a complaint concerning provision for their child they should discuss this with the class teacher/tutor/phase supervisors. If this proves unsuccessful the matter should be referred to the Special Educators/School Counsellor. Should the matter still be unresolved the parents should contact the responsible person on the governing body. If the complaint remains unresolved the Chair of Governors should be involved.

27.   CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Through the monitoring and evaluating of our provision the Special Educators, counsellor and supervisors, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. A staff who attends further courses will give feedback on courses attended through staff meetings or department/faculty meetings. The effectiveness of such professional development will be monitored and evaluated by the Special Educators/Counsellor, and information provided during the annual evaluation of the school's overall inclusion provision.

28.   LINKS AND USE OF EXTERNAL AGENCIES

Close links are maintained with the external support services in order to ensure that the school makes appropriate provision for children with special educational needs and disability. Where it is necessary to contact outside agencies, the Special Educators/Counsellor will usually make the necessary arrangements and discuss with parents accordingly. Any or all of these agencies may be involved in the Provision making or review of targets set in children's Individual Education Plans in order to ensure children's attainment is raised.The school recognizes the important contribution that external support services make in assisting to identify, assess, and provide for, students of determination. JSS PS will keep a list of suitable outside agencies and although JSS PS does not openly endorse such agencies, every effort will be made to keep the list up to date with agencies that provide quality care for students and parents. When it is considered necessary, students of determination may be referred to:

- ❖ Educational Psychologist
- ❖ Medical Officers
- ❖ Speech Therapist
- ❖ Physiotherapist
- ❖ Occupational Therapist
- ❖ Hearing Impairment Services
- ❖ Visual Impairment Services
- ❖ Other Groups or Organizations

29.   SUMMARY

This policy should be read in conjunction with the following policies:

- ❖ Teaching and Learning Policy
- ❖ EAL Policy
- ❖ Positive Behaviour Policy
- ❖ Child Protection and Safeguarding Policy
- ❖ Anti-Bullying Policy
- ❖ ICT and Cyber Safety Policy
- ❖ Transition Policy
- ❖ Health and Safety Policy
- ❖ KHDA Parent School Contract

In JSS Private School we value each child as a unique individual. We will always continue to strive to meet the needs of all our children and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Reviewed and Approved by (S/d/-)

Govind Rao Naik   Mrs. Chitra Sharma

Chief Executive Officer   Principal

Date: 14-09-2023

REVIEW OF POLICY

The Policy will be reviewed by SLT on an annual basis.

Policy Details

Version date	May 2023
Last review	June 2024
Next review	June 2025
Responsible SLT	VP

APPENDIX A

LEGISLATIVE CONTEXT

At JSS Private School, we adopted a legislative frame work for inclusive education based on UAE Federal law No.(29), 2006 & Law No.(2) 2014. According to the law, Dubai is determined to become fully inclusive by 2020. It is expected that each school in Dubai will promote a highly inclusive ethos, the outcome of which will be evident in the values, culture and achievements of each school community.

**Definition**: The law defines a person with special needs as every person suffering from a temporary or permanent, full or partial deficiency or infirmity in his physical, sensory, mental, communicational, educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs.

Statement about inclusive education in UAE federal law no. (29)2006. Article (12)

The country guarantees people with special needs equal opportunities in education within all educational, vocational training, adult education and continuing education institutions in regular classes or special classes with the availability of curriculum in sign language or Braille or and any other methods as appropriate.

The Regulation and Enforcement Mechanisms:

The UAE federal and Dubai based legal frameworks are pivotal to the successful implementation of the Dubai inclusive education strategy. These frameworks strengthen the impact of policy and establish a robust system of regulation and enforcement. This ensures that statutory obligations lead to the achievement of international standards of inclusive practice. Specific reference to supporting legislation include:

- ❖ **Federal Law n. 29/2006 (articles. 12, 13, 14 and 15) and its updates in 2009:** In 2006 the UAE passed a decree that protected the rights of people with disabilities and mandated that appropriate modifications, adaptations and techniques be used in all educational institutions. The Federal Law is linked with the commitments made in the UNCRPD (2006).
- ❖ **United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2008; 2010):** The UNCRPD is a legally binding international human rights treaty for people with disabilities. The UAE signed the UNCRPD in 2008 and ratified its status in 2010.
- ❖ **Dubai Law No. 2, 2014:** In 2014, HH Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE, in his capacity as the Ruler of Dubai, issued Law No. (2) of 2014 to protect the rights of people of determination in the Emirate of Dubai. The law supports Federal Law No. (29) of 2006 concerning the rights of people of determination. It re-affirms the importance of people of determination and emphasises their critical role in building and developing human capital in Dubai.
- ❖ **Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai:** The Resolution encourages investment in private schools in order to improve the educational environments, and to link the approved strategies of the Emirate of Dubai with the outcomes of the education system. It emphasises the need for schools to implement anti-discriminatory practices for students of determination and includes penalties for any related violation.

APPENDIX B

KHDA GUIDELINES FOR IMPLEMENTING INCLUSION

KHDA has published four frameworks/guidelines for ensuring and promoting inclusion at schools.

Dubai Inclusive Education Policy Framework (2017)

The implementation and impact of the standards included within Dubai Inclusive Education Policy Framework (2017) are monitored and regulated by the Knowledge and Human Development Authority (KHDA). These processes involve regulating the quality of provision and outcomes of students of determination through the implementation of the UAE School Inspection Framework and monitoring compliance levels in accordance with stated standards, approved rules and regulations. The purpose of 'Dubai Inclusive Education Policy Framework' is to provide information about the procedures and standards necessary for the improvement of **inclusive education** provision.

Inclusive Education:

*Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. Inclusive education is not a project or an initiative.***It is the progressive development of attitudes, behaviours, systems and beliefs** *that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.*

Dubai Inclusive Education Standards:

The following standards provide clear guidance about the actions necessary to assure good governance and accountability to enhance and extend quality inclusive education services within schools and other education settings across Dubai:

1. Identification and Early Intervention
2. Admissions, Participation and Equity
3. Leadership and Accountability
4. Systems of Support for Inclusive Education
5. Special Centres as a Resource for Inclusive Education
6. Co-operation, Co-ordination and Partnerships
7. Fostering a Culture of Inclusive Education
8. Monitoring, Evaluation and Reporting
9. Resourcing for Inclusive Education

10. Technical, Vocational Education and Training (TVET), Higher Education and Post-School Employment.

Implementing Inclusive Education: A Guide for Schools (2018)

The purpose of the guide is to support Dubai private schools in embedding inclusion and equity in their educational policy and practice. The main objective is to create system-wide change to overcome barriers to educational access, participation and engagement. The guide should be used as a supplementary reference document to enable better understanding and more effective implementation of the standards set out in the Dubai Inclusive Education Policy Framework (2017)

❖ Development of the school's self-evaluation form
❖ Teacher training and monitoring
❖ School improvement planning
❖ Communication with other stakeholders

A Shift from a Medical Model to a Rights Based Model of Disability:

The UNCRPD sets a clear rationale for transitioning from a medical to a rights-based model of disability to achieve the ultimate goal where the inclusion of persons of determination is viewed as a human right, as opposed to a requirement for the benefit of individuals and society in general. Consequently, Dubai Inclusive Education Policy Framework (2017) utilises the social construct of disability to set a clear vision of inclusive education across Dubai

Directives and Guidelines for Inclusive Education: A Handbook for Schools (2020)

Realising the Rights of Students of Determination: A Handbook for Schools (2019) provides information about the legal responsibilities of schools to uphold the right of students of determination to access equitable education in Dubai private schools. It identifies elements that are regulated and enforced by KHDA, in accordance with statutory frameworks.

The central focus of this document is to ensure access to education for students of determination. This requires private schools across Dubai to identify and remove barriers that prevent or restrict their participation and engagement. Schools must admit students of determination and place them within relevant and appropriately challenging school-based learning opportunities.

Developing a Vision of Inclusion:

❖ The acceptance that all students have equal value
❖ A commitment to ensure that every student is engaged in curricular activities and can participate in extra-curricular opportunities
❖ An understanding that effective teaching practices are based on personalised consideration of the strengths and needs of each student

Establishing a balance between learning with peers in a common learning environment and focusing on individual learning goals.

'Advocating Inclusive Education: A Guide for Parents' (2021)

The main purpose of the 'Advocating Inclusive Education: A Guide for Parents' is to provide a clear understanding of parental rights, responsibilities and opportunities when navigating the system of inclusive education, and to empower parents to become effective advocates for their children.

The document outlines a six step journey as parents and their child progress through an inclusive education experience. It provides them with information that will enhance their ability to engage with and, make decisions about the quality of their child's experience in Dubai private schools.

1. Selecting an inclusive school for your child
2. Supporting your child to participate in an assessment of need
3. Identifying barriers that restrict your child's learning
4. Implementing support to lower barriers to learning
5. Developing an Individual Education Plan (IEP) for your child and establishing an Individualised Service Agreement
6. Communicating about and contributing to your child's education

APPENDIX C

Key Terms:

A | IMPAIRMENT
A medically identified condition or long-term limitation of a person's physical, mental, cognitive, communicative and sensory function.

B | DISABILITY
A social condition that occurs when an individual with a long term limitation, experiences attitudinal, social and environmental barriers that prevent full and effective participation within a community. A disability is the result of an individual's interaction with society and is not an attribute of the person.

C | 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.

D | BARRIERS

Attitudes, beliefs, practices, physical or technological obstacles, or the lack of support, that result in a student's exclusion from, or in their less-than-full participation as a valued equal in, the common learning environment in mainstream schools and classrooms.

E | COMMON LEARNING ENVIRONMENT

An educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, cafeterias, playgrounds and the local community. A common learning environment is not a place where students who experience SD learn in isolation from their peers.

Effective common learning environments:
- ❖ Enable each student to fully participate in the learning environment that is designed for all students and is shared with peers in the chosen educational setting;
- ❖ Provide a positive climate, promote a sense of belonging and ensure student progress toward appropriate personal, social, emotional and academic goals;
- ❖ Are responsive to individual learning needs by providing sufficient levels of support and applying student-centered teaching practices and principles.

F | EQUITY

It is the extent to which individuals can take advantage of education and training in terms of opportunities, access, treatment and outcomes. Equity is not the same as equality. It assumes that learners have different needs that require different types of support in order to develop their full learning potential. Equity therefore requires differential treatment that takes account of student diversity and reduces the gaps between the outcomes achieved by the most advantaged and the least advantaged social groups.

Equity in education for students with special educational needs and disabilities occurs when schools ensure access to a learning experience that promotes a sense of belonging and enables appropriately challenging levels of academic and social engagement.

G | INCLUSIVE EDUCATION

Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education programme within a common learning environment with the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion.

Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

H | EDUCATIONAL EXCLUSION

The act of marginalizing and discriminating against students with the effect of preventing them from accessing quality educational opportunities in common learning environments with their peers. Preventing, reducing and removing exclusion within the education system is a fundamental step to aligning the UAE with internationally ratified policies and commitments to inclusive education.

I | DIRECT DISCRIMINATION

Actions that cause a student to experience unequal, inferior and unjust treatment than another student on the basis of experiencing a special educational need and disability (SEND).Examples of direct discrimination include:

<u>J | INDIRECT DISCRIMINATION</u>

A process that occurs when an education provider applies a provision, criterion or practice in the same way for students with and without special educational needs and disabilities (SEND), but by doing so has the effect of putting students who experience SEND at a disadvantage compared to other students.

<u>K I STUDENTS OF DETERMINATION</u>

A student of determination is 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.

APPENDIX D
Revised Categorisation Framework for SD (2019-20)

Categories of Disability and Barriers to Learning: The following framework is based upon the UAE unified categorisation 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 categorisation of disability)
Cognition and learning	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	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

APPENDIX E

Accommodations for Specific Functional Areas for Online Learning

Impairment Type	Considerations	Possible Accommodations
Vision	Students may have limited (or no) vision and be unable to view online or printed materials in the same way as others.	• Screen Reader Software • E-text reader • Braille Refreshable Display • Text-only browser • Text alternatives for graphics/non-text • Adjust contrast • Information on CD or MP3 • Braille print
Hearing	Students will have difficulty with audio inputs on video or with participating on online or telephone discussions.	• Text captioning or transcripts for audio/video (rather than subtitles- which do not convey all information) • Sign language interpreters • Relay service (& TTY) • Printed material
Mobility	Students may not be able to operate a mouse or keyboard. They may also have difficulty accessing buildings (if required) for any face-to-face course component.	• Alternative keyboard (including on-screen keyboards) • Modified mouse or stylus • Speech recognition software • Accessible buildings (ramps, wide doorways, disabled toilets) • Switch interfaces • Page turners • All functions keyboard accessible
Learning Disability	Students may have difficulty with reading, writing, and processing information quickly or retaining information in the same way as others.	• Books on CD, Tablet or USB • Speech output on computer • Speech input to assist with writing • Extra time to read and use materials • Text at an appropriately readable level
Speech	Students may have difficulty contributing to interactive sessions (e.g. videoconferences).	• Use email or a chat room (where the student can type a response) to convey thoughts and ideas

APPENDIX F

Examples of Free and Open Source Software to Assist SD

Tool	Function	Link/Source
LetMeType	Autocomplete words regardless of the programme. Offers suggestions by guessing a word after the first two or three letters.	http://letmetype.en.softonic.com/
Lingoes	Speaking dictionary which highlights words and has an option to read them aloud. Examples of the use of the word in a sentence are provided.	http://www.lingoes.net/
Powertalk	Automatically speaks any presentation or slide show running in Microsoft PowerPoint for Windows. Able to speak text as it appears in the presentation and can also speak hidden text attached to images.	http://fullmeasure.co.uk/powertalk/
Sonar	Provides an expanded ring or square around the mouse pointer for users who have difficulty locating the pointer. User can alter the colour and size of the Sonar ring.	http://www.fx-software.co.uk/assistive.htm
TBar	A coloured bar or block which acts like a coloured overlay, adding a translucent layer over the text. Ruled lines are optional.	http://www.fx-software.co.uk/assistive.htm
VuBar	Provides an on-screen slotted ruler to highlight and limit the field of view to an area as small as a single line.	http://download.cnet.com/Vu-Bar/3000-2094_4-10730580.html
WordWeb	A one-click English thesaurus and dictionary for Windows that can look up words while the user is working in almost any programme.	http://wordweb.info/free/
Tool	**Function**	**Link/Source**
Audacity	Audio alternatives to written text as audio tracks.	http://audacity.sourceforge.net/
Balabolka	Convert text to speech using in-built or pre-installed computer voices, usually to create a file for later use.	http://balabolka.en.softonic.com/
CamStudio	A video capture tool that digitally records computer screen outputs and allows for the inclusion of audio commentary.	http://camstudio.org/
Dasher	An authoring tool for users who cannot use a keyboard but may only be able to control a mouse or joystick. It may be sight controlled by a gaze tracker.	http://www.bltt.org/software/dasher/
DesktopZoom	A zoom/magnify programme. Colours can be inverted and original screen can be made transparent.	http://users.telenet.be/littlegems/MySoft/DesktopZoom/Index.html
FreeMind	A graphical mind-mapping tool for creating diagrams to connect concepts and ideas. Used for organising ideas and keeping track of all the activities that are involved in completing a task.	http://freemind.sourceforge.net/wiki/index.php/Download
KompoZer	A web page creating programme for students and tutors, with accessibility features.	http://www.kompozer.net/