

Inclusion Policy

Including Policy for the 'Determined Ones'

Mission

At Woodlem Park School we value every student. We work together as a community to ensure that students develop well in all aspects of learning so that they are equipped to face the opportunities and challenges of the 21st Century wherever they may be.

To do this:

- we provide the best possible learning opportunities in academic subjects, personal development, moral values and life skills
- staff members and students work together in a spirit of cooperation and mutual harmony.

Vision

Our vision is for all students to develop at Woodlem Park School as independent learners with self-belief, respect for others, with a lifelong love of learning and a strong foundation for future success.

Aims

Our aims are to:

- Be a school where as many students as possible reach high academic standards and all are motivated by the progress they make.
- Help students achieve well through sustained high- quality teaching through a vibrant curriculum
- Give students time to explore subjects and develop deep understanding in a richly equipped learning environment
- Celebrate perseverance, resilience, and risk- taking ensuring students welcome challenges and are not afraid to make mistakes
- Create an inclusive school where everyone can flourish, whatever their background
- Promote an ethos of respect and empathy, where diversity is appreciated and value.

Purpose:

- To share processes, procedures and provision adopted by the school with all stakeholders and any other interested person.
- To monitor the progress of all pupils continually, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class;
- To signpost support for pupils with additional learning needs (including Gifted & Talented) through external agencies;
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, either with the school or through external agencies, for those pupils recorded as having additional needs;
- To promote positive perceptions of pupils with additional needs within the school community, so that inclusive provision is positively valued and accessed by staff and parents/caregivers;
- To enable children to become independent and as well-equipped as possible in the basic skills of literacy, numeracy and social independence to meet the demands of post- 16 school life and learning;
- To form strong partnerships with all stakeholders so that the child's education and emotional well-being are optimally supported;

DEFINITION

Special Educational Needs and Disabilities (SEND) are needs that are different from those of the majority of students and which arise from an impact of a disability or a recognized disorder. They include those who need additional support, specific modifications in the curriculum or individualized plans to make the expected level of progress from their starting point.

Types of Need (compiled from DSIB definition and UAE 'School for All' guidance)**•General Learning Difficulty:**

Learning Difficulties 1: Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.

Learning Difficulties 2: Significant learning difficulties, which have a major effect on participation in the mainstream curriculum without support.

Profound and Multiple Learning Difficulty (PMLD): These are complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. This may include physical disabilities or a Sensory impairment. A high level of support is likely to be required.

Assessed Syndrome: A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Downs syndrome, Stickler syndrome and Williams' syndrome.

- **Specific Learning Difficulty (SLD):**

Dyslexia- reading: Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.

Dysgraphia- writing/spelling: Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.

Dyscalculia- using number: Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

- **Speech and language impairment:**

Expressive language disorder – problems using oral language or talking. Students' understanding of language is likely to exceed their ability to communicate with the spoken word.

Receptive language disorder – problems understanding oral language or in listening

Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.

- **Sensory impairment:**

Visual impairment: When a person has sight loss that cannot be fully corrected using glasses or contact lenses.

Hearing impairment: This includes deafness, or hearing loss and refers to the inability to hear things, either totally or partially.

- **Behavioral, Social and Emotional Disorder (BSED):**

Behavior that presents a barrier to learning: Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette's.

- **Communication and Interaction impairment:**

Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterized by difficulties with social communication, social interaction, social imagination and flexible thinking.

Asperger's Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterized by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger's syndrome often have communication difficulties.

- **Physical Disability:**

Disabilities arising from conditions such as Congenital Deformities, Spina Bifida and/or Hydrocephalus, Muscular Dystrophy, Cerebral Palsy, Brittle bones, Haemophilia, Cystic Fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal learning needs, while those with minimal physical disability may have serious learning needs.

- **Medical Condition or Health related Disabilities:**

Medical conditions that may lead to an associated "special need" - these conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.

- **Twice-exceptionality:**

The term twice exceptional refers to intellectually gifted children who have some form of disability. These children are considered exceptional, both because of their intellectual gifts and because of their special needs.

Inclusion at Woodlem Park School

Woodlem Park School is an inclusive school and welcomes students with Special Educational Needs and Disabilities (SEND) in accordance with the UAE Federal Law no. 29 / 2016, Dubai Law no. 2 / 2014 and CBSE standards. The UAE Federal Law on inclusion states:

“Disabilities in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution”.

“We promote every child's belief in themselves as a learner and valued member of our school community. We aim to see that every pupil is happy, confident and is making the best

progress of which they are able.”

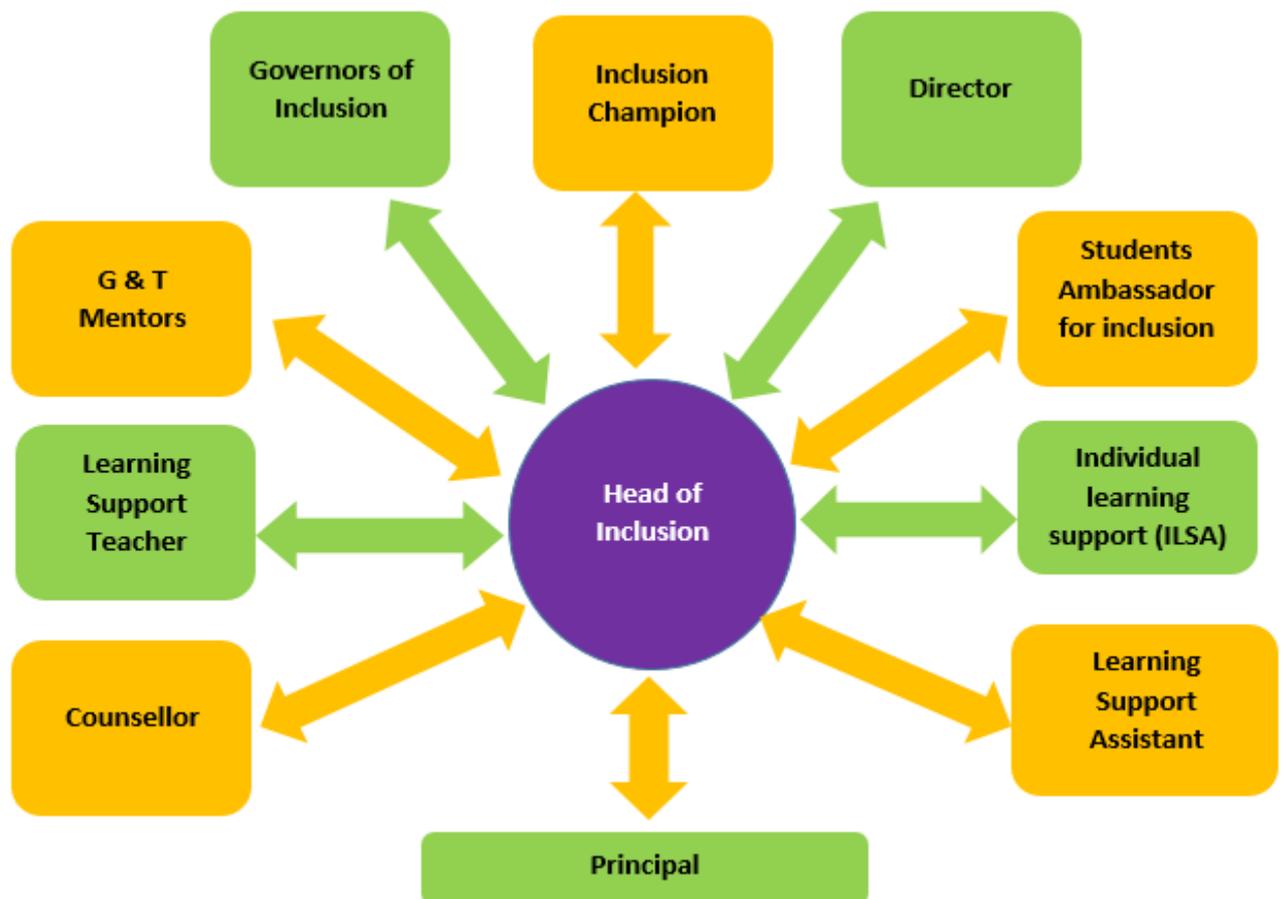
INCLUSION SUPPORT TEAM

The Inclusion Support Team (IST) is empowered with a team of professionals and other relevant stakeholders who aims to work in close collaboration with classroom teachers and other educational staff to support the education of students with determination in school by providing coaching and support to teachers on a timely basis.

The team works towards implementing practices that will establish learning environments that encourage and support the active involvement and inclusion of every student - physically, academically, socially, emotionally and culturally.

The Inclusion support team monitors the work of the Learning Support Team.

Inclusion support team



Support for Students of Determination

The Learning Support team (LST) consists of a team of professionals including the Head of Inclusion, SENCO, Counsellor, Learning Support Teachers (LS teacher) and Learning Support Assistants (LSA). It aims to identify and support students with challenges in learning, social and emotional adjustment and behaviour. The team supports the diverse needs in the following way.

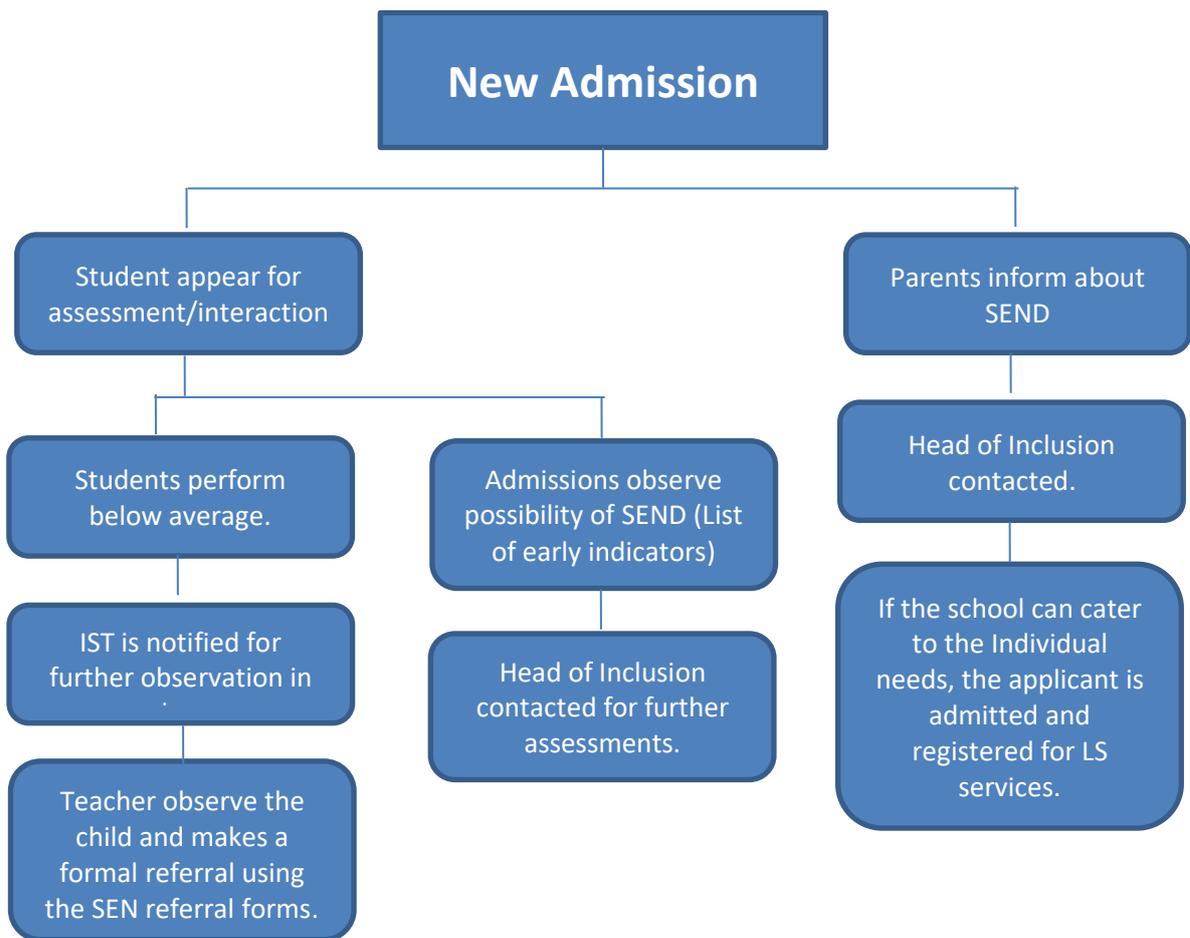
- Identification and screening of students upon the referral of the teacher and other school staff or parents.
- Coordinating with parents, teachers and school management regarding the challenges faced by students.
- Organize and conduct workshops for teacher and parents, empower them with skills and strategies needed to assist students.
- Developing Individual Educational Plans (IEPs'), Behaviour Modification Intervention Plans (BMIPs') and Individual Learning/Behaviour Plans (ILPs'/IBP's) to cater to the diverse needs.
- Where required, exemptions from Arabic and third language are provided, after getting approval from KHDA/CBSE.
- Co-ordinate with the CBSE Board for provisions and educational concessions that are granted to students with Special Needs.

Admission of the determined ones

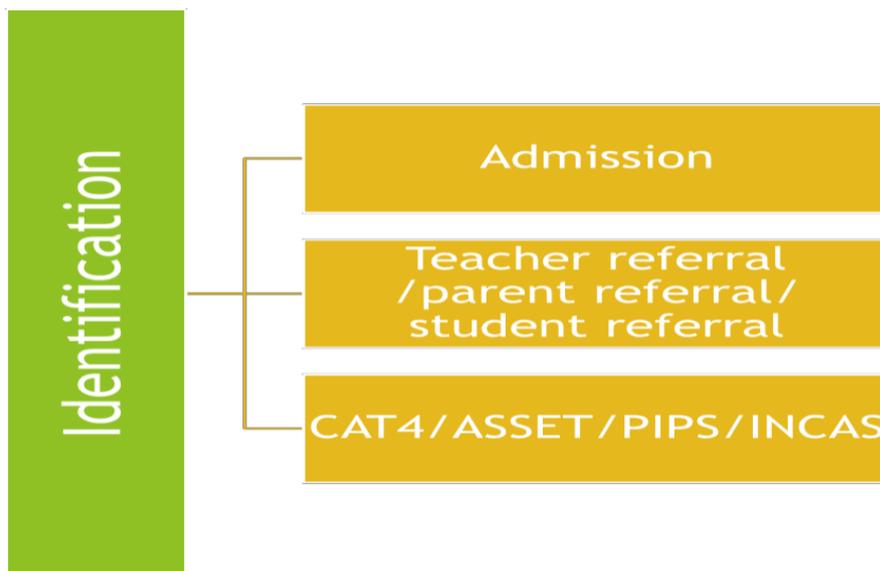
We welcome students of all abilities, and our school actively seeks to nurture the holistic development of every student. The school is inclusive and has a learning support team, addressing the individual needs of all students including special needs, gifted and talented and English as additional language. Parents or guardians of any applicant having a specific need must submit complete reports with their application. These might include Individualized Education Plans (IEPs) or reports from health professionals. In the case where a child's specific need has not been previously identified or declared by parents, the school reserves the right to review the situation in order to assess the capacity to address his/her needs within their existing level of provision.

Consideration is given to students who already have a sibling studying in Woodlem Park, however the school will review each case to assess its ability to support the needs of the child.

Any new applicant with identified special educational needs and disabilities (SEND) will be referred to the Head of Inclusion. The Learning Support team will study the reports, observe and assess the child and make appropriate recommendations to the Admissions Department. The final decision regarding the new admission will be taken collaboratively between the Head of Inclusion and Principal.



Identification of the determined ones



Intervention and Planning

At Woodlem Park School we have adopted a 'graduated response' to identify and support students in order to remove their barriers to learning by providing effective special education provision.

Level 1 (WAVE1): Inclusive class based differentiation and Individual Learning and Behavior plans (ILP/IBP), learning support programs are provided through pull-out sessions depending on the need.

Level 2 (WAVE2): Additional to class based differentiation, Individual/Group support are provided. Progress is monitored through whole school tracking and Individual Education Plans or Behavioural Modification Intervention Plans.

Level 3 (WAVE3): Additional to Level 2, personalized support is provided by the ILSA. In class and withdrawal support by LS teacher / curriculum modification/ parallel curriculum is made depending on the need of the child.

Learning Support at Woodlem Park School

Individual / Small group support

Individualized instructions or small group based instructions are given to students of determination by LS teachers and LSAs based on their individual needs. Students may receive this support provision by missing lessons from their regularly scheduled classes or during subject exempted periods, this can take place in the quiet study room/ therapy room / sensory room. The decisions regarding the withdrawals from classes are made collaboratively by the Head of Inclusion, LS teacher, parents, subject teachers, therapists and students.

Individual Learning Support in the classroom setting

At Woodlem Park School parents are responsible for arranging and funding the **Individual Learning Support Assistant** for their child. The Head of Inclusion and LS teachers collaborates with the parents, subject teachers to ascertain the smooth functioning of this individualized support system. The ILSAs are monitored by the Head of Inclusion and the LS teachers through review of daily logs and observations.

The goal of providing individual Learning Support Assistant (ILSA) is to support the child to become independent learners in the least restrictive school settings. ILSAs allow the child to function in a mainstream school setting successfully by supporting the academic and/or behavioral goals taken from the IEP. This individualized support also ensures that the child's behavior does not diminish the educational opportunity of other students.

- The need for an ILSA will be reviewed as per the child's needs.
- To review, the ILSA will remain in the school but will be withdrawn from close work with the pupil in stages as agreed with the class teacher, the SLT and LST team. This will be monitored to

gauge the effect on the individual pupil and the class.

- The decision to discontinue the LSA provision is at the discretion of the school and will be approved by the Head of Inclusion and class teacher.
- Where there is a dispute between the parents and the school over the need for an ILSA, the case will be referred to the Principal.

Parents Supporting Children in Mainstream Classes

- On a case by case basis to be approved by IST.
- Time frame for duration of support will not exceed a total of 10 days.
- Teacher to manage parent support in class following Head of Inclusions guidelines.

Criteria for exiting from the Learning Support program

Exiting the Learning support programme will be a collaborative decision made by the Head of Inclusion, LS teacher, classroom / subject teacher, parents, students and therapist if any after evaluating the progress made in two consecutive terms. This will usually be taken at the end of the school term or year. The student shall remain on the register for monitoring.

Provisions for students with determination:

- Additional time to complete homework, written assignments, assessments and projects.
- Students with severe physical or writing difficulty are allowed the use of a computer to submit written work.
- Exemptions of second languages (G1-8) are based on a formal diagnosis by the Ed psychologist and are subject to the guidelines by CBSE.
- Arabic exemption will require approval by the KHDA.
- Differentiated question paper keeping in mind the level of the class is given.
- Students with reading difficulty are allowed to have the assessment /question paper read out to them.
- Students with fine motor issues are allowed the use of keyboards.
- Students with physical or writing difficulty are allowed the use of a scribe during the examination. The scribe must be from a lower grade e.g. If the student is from grade 9, the scribe should be from grade 7 or 8. Both student and scribe should have time to practice working together before the examination/ assessment.
- Dyslexic students are provided special fonts (comic sans/ dyslexia)
- The language in the question paper/ worksheet may be rephrased for students with severe comprehension difficulties.
- Spelling errors are not penalized at every instance- content is looked for rather than presentation and neatness.
- Students with Attention difficulties are seated in front of the classroom.
- A student may be allowed to photocopy notes when there has been a significant

accumulation of incomplete work.

- Quantum of written work may be reduced for a student with writing difficulty or handouts may be given in lieu of writing.
- Access to sensory room

Access to the Curriculum

The school's CBSE/NCERT, Early years Curriculum are our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Curriculum modification

Students with significant difficulties will receive a modified curriculum in specific subjects this is subject to joint recommendation by the Inclusion support team parents and teachers. This is done with an extended view to help the student bridge the gap and meet the minimum set criteria for next grade level.

Students who have severe learning gaps and are academically performing more than 1 year below their peer level are considered for **parallel curriculum**. This is done after a joint approval of the IST and parents.

Students who are facing challenges with a parallel curriculum will be considered for an **overlapping curriculum with substitute curriculum accreditation**. The pathway to the substitute curriculum will be identified by the end of lower school (grade 3 or grade 5) .

Students with severe behaviour concerns will be considered for an **integrated schooling** focusing on their primary needs. This is done with an intention to gradually prepare them for full inclusion in class.

Monitoring student progress

Progress of students with determination are tracked through AFL and ROGs by the class teachers. The IEPs are tracked block wise by the class teachers, LS teachers, LSAs and ILSAs. Any assessments used will be relevant and accessible to each individual learner.

Evaluating Progress

The progress is evaluated through Individualized Educational Plans and whole school tracking system. Students will be weaned off his /her learning support if he/she is found to be meeting the goals set out for him/her with 80% accuracy across two terms. However, the LST will continue to monitor the child's progress through the teacher.

Consideration for Alternative schooling

The school will advise for alternative schooling or integrated schooling when the severity of behavioural concerns result in disrupting the teaching and learning of other students or when it is hazardous to student themselves and others.

Student Participation

At Woodlem Park School we have student inclusion ambassadors, who is a part of our regular IST meeting. Students are also involved in decisions wherever it is feasible to do so. They are encouraged to make judgments about their own performance against their IEP targets. Their input is considered vital in making Behavior Modification Plans, they fill in a self- reflection log every fortnightly basis as a way of communicating their needs to relevant teachers.

Partnership with Parents

Parents are included in all the important decisions regarding the child. One of our parent (parent of Student of Determination) is the governor for Inclusion . The school regards liaison with parents as very important and recognizes that they play a key role in enabling our determined ones to achieve their potential. We acknowledge that parents often hold important information about their child and have rich experience that could benefit our inclusive services.

Regular feedback is taken by the LS teachers regarding their service to the students and parents. This is done annually and during PTMs with an intention to improve further. The school works closely with parents in the support of those students with special educational needs. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for students with special educational needs. Apart from our regular IEP meetings every term, parents are always welcome to drop in for school visits.
