



INCLUSION POLICY

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School Vision

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

School 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.



Glossary

ASSET	Assessment of Scholastic Skills through Educational Testing
BMIPs	Behaviour Management and Intervention Plans
CAT4	Cognitive Abilities Test, 4th Edition
CBSE	Central Board of Secondary Education
DHA	Dubai Health Authority
DSIB	Dubai Schools Inspection Bureau
Ed Psych	Educational Psychologist
G&T	Gifted and Talented
IEP	Individualized Education Plan
ILP	Individual Learning Plan
ILSA	Individual Learning Support Assistant
IST	Inclusion Support Team

KHDA	Knowledge and Human Development Authority
LSA	Learning Support Assistant
MOH	Ministry of Health
NCERT	National Council of Educational Research and Training
PSEM	Physical, Social, Emotional, and Moral
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SLT	Senior Leadership Team
SOD	Students of Determination
WRAT5	Wide Range Achievement Test, 5th Edition



Preamble

The main objective of this policy is to offer adequate provision to students with mild to moderate Special Education Needs and those who are gifted and talented and to ensure that they can reach their full potential within a well-designed and supportive educational environment

This policy is drafted based on the following sources:

1. Directives and Guidelines for Inclusive Education (Jan. 2020),
2. 'A revised categorization framework for students of determination (2019-2020)',
3. Implementing Inclusive Education: A Guide for Schools (2019)
4. Dubai Inclusive Education Policy Framework (2017),
5. Advocating for inclusive education – A Guide for Parents (March 2021) the Federal Law 29 of 2006
6. Dubai Law 2 of 2014, the School Inspection Framework, General Rules for the Provision of Special Education Programs and Services (Public & Private Schools), the Knowledge and Human Development Authority (KHDA) guidelines and best international practices.

Aim, Scope & Significance

This policy aims to establish the process and considerations that guide the school in providing inclusive education and support to Students of Determination. All students who experience barriers to learning or are gifted and talented in scholastic and co-scholastic areas will be given appropriate support to ensure the maximization of their potential.

The policy applies to all students of determination, who need special support in learning, personalization and individualisation of learning and assessment strategies in the regular classrooms. This policy applies to all such students across the school. (Pre-KG to Grade 11).

SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND)

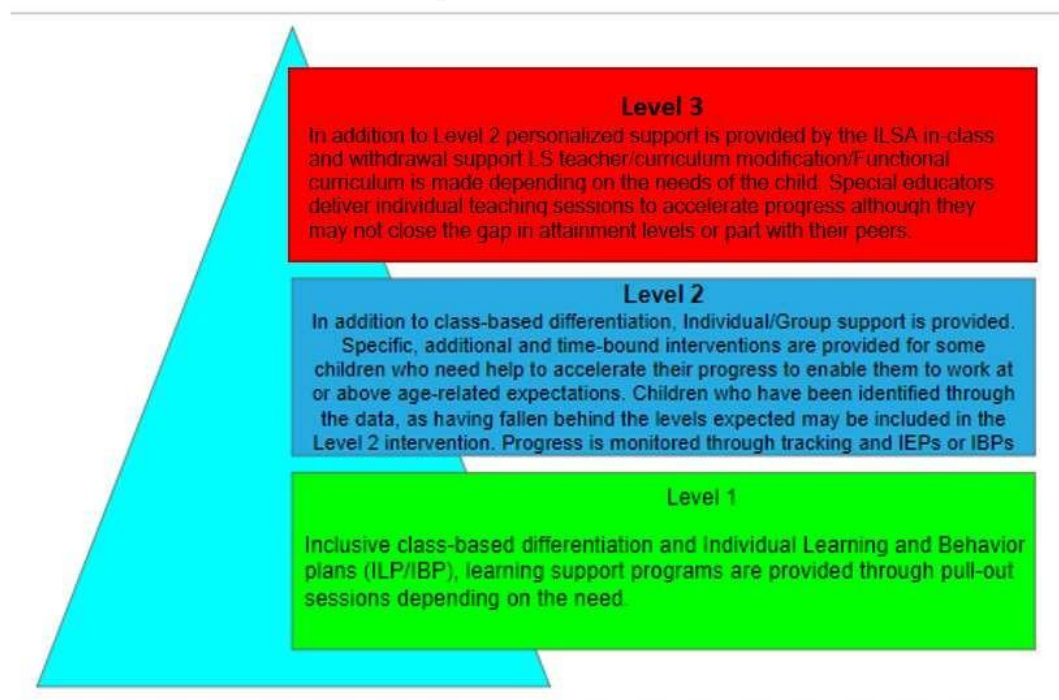
“A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same-aged peers.” (based on Inclusive Education Policy



A STUDENT OF DETERMINATION

Student of Determination is a student with a long-term physical, mental, intellectual, or sensory impairment, which, in interaction with various barriers, hinders their full and effective participation in education on an equal basis with other peers of the same age. (based on UNCRPD definition of ensuring persons with disabilities)

Structure of Provision for SEND



In addition to this, students in Grades 9,10 & 11 have the flexibility of choosing subjects, availing special accommodations and provisions as per the CBSE guidelines.

The following categories/groups of students receive assistance under the revised SEND & INCLUSION policy:

- Special Educational Needs and disabilities SEND
- Students identified as having physical, intellectual, neurological or behavioural Deficits that hamper their learning.
- The Gifted and Talented: Children having very high potential in intellectual functioning or any specific skill, who may need extra challenges or opportunities for developing their full potential.

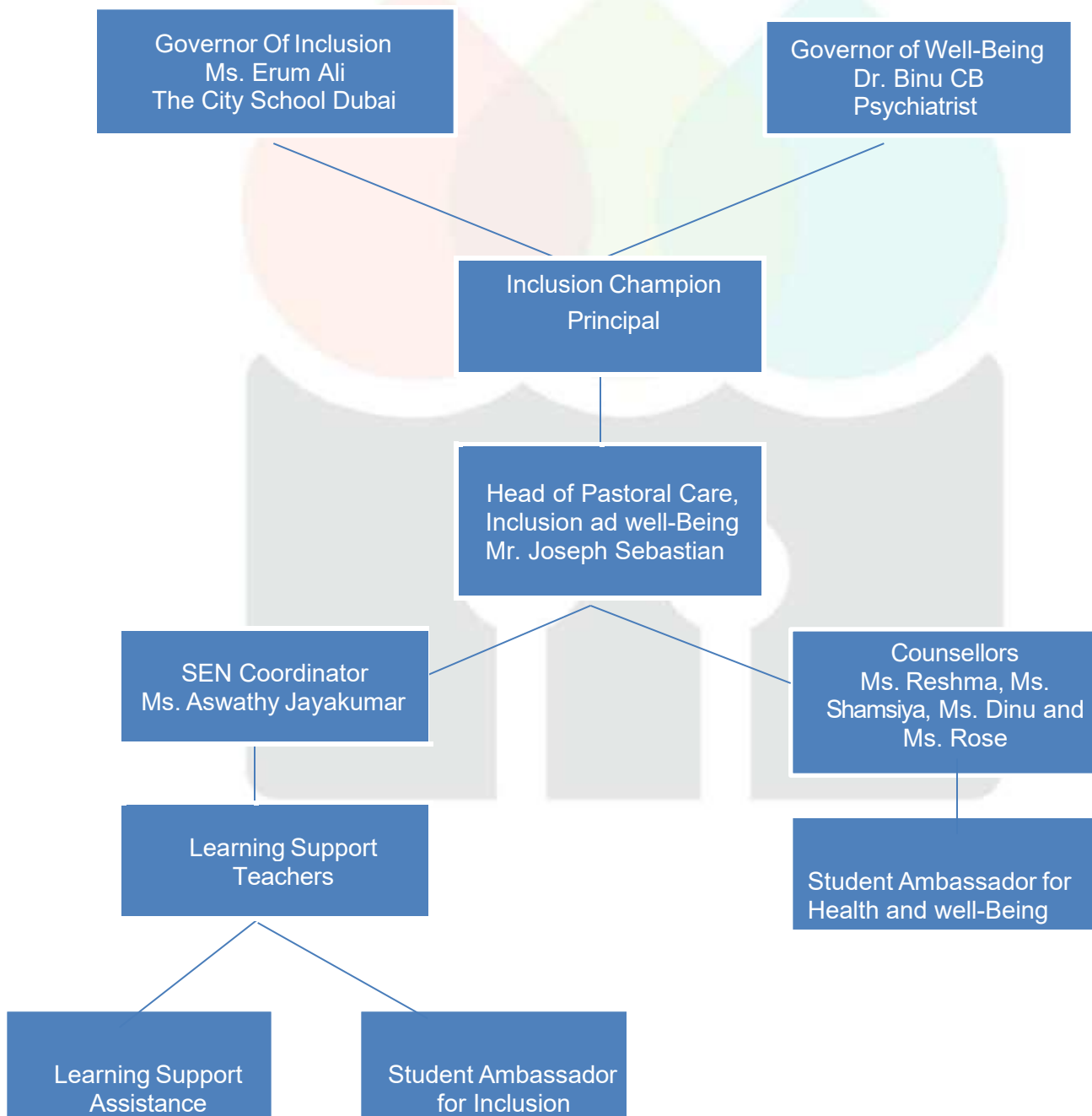
Specific objectives:

- To ensure that the students with special needs are identified as early as possible and are fully integrated into the classroom.
- To promote the all-round development and self-esteem of children, in keeping with the ethos of the school's inclusion policy, which seeks to create a warm and nurturing environment where all children feel valued and are encouraged to reach their full potential.
- To implement different teaching and learning strategies to maximize achievement.
- To identify the roles and responsibilities of all staff to work with students with SEND & other disadvantaged groups.
- To ensure that all staff including non-teaching staff are provided with support and opportunities to develop their professional knowledge to work with such students.
- To maintain appropriate records and profiles of students with SEND & other disadvantaged groups.
- To maintain good working relationships with parents and outside agencies to ensure adequate provision for students with SEND and other disadvantaged groups.



- To Inform and involve the parents of students with SEND to maximize the impact of support.
- Provide on-going training for all staff working with children with SEND & other disadvantaged groups.

The Inclusion Support Team WPSD





Roles and Responsibilities of Inclusion Support Team

Governors for Inclusion

- Develops and implements an inclusive education vision.
- Supports the governing board in setting strategic direction.
- Holds the inclusion support team accountable.

Inclusion Champion

- Fosters inclusive practices among stakeholders.
- Ensures best practices and identifies areas for improvement.
- Appoints key personnel for student support.

Head of Inclusion

- Manages admissions and student identification processes.
- Oversees intervention and support services.
- Recommends improvements and monitors education quality.

SENCO (Special Educational Needs Coordinator)

- Coordinates support services with teachers.
- Supervises individual learning plans.
- Maintains communication with stakeholders.

Counsellor

- Supports students and parents.
- Identifies support needs and provides counseling.
- Maintains confidential records and liaises with teachers
- Tracking student progress through follow ups.

Learning Support Teacher/Special Needs Teacher

- Observes and assesses students.
- Develops individual plans and liaises with teachers, parents and specialists.



- Facilitates learning and monitors progress.

Learning Support Assistants (LSAs)

- Assist in developing and implementing plans.
- Support student learning and behavior.
- Maintain communication with teachers and monitor progress.

Individual Learning Support Assistants (ILSAs)

- Ensure full inclusion in school life.
- Implement individualized instruction plans.
- Support student learning and social development.

Class teachers and Subject teachers

- Implement and monitor the effectiveness of IEP in mainstream classrooms.
- Set targets for all students of determination and take measures to ensure learners are involved in understanding their targets and how they can achieve them.

Parents and Guardians

- Attend meetings with concerned teachers and the Leader of the provision for inclusion as and when required by the school and participate in the development of IEP.
- Involvement in several aspects of their child's education as required by the School

ADMISSION POLICY

In compliance with the recently published Dubai Inclusive Education Policy Framework 2017, we, at WPSD is strongly obligated to inclusive education promoting highly inclusive ethos. The admission procedures laid down by the Ministry of Private Education are strictly adhered for all admissions including Students of Determination. In accordance with the Executive Council Resolution No (2) of 2017 regulating Private Schools in the Emirate of Dubai, Article 13 (16), we treat all our students fairly and do not discriminate against them on grounds of nationality, race, gender, religion, social class, or special ability needs of students.

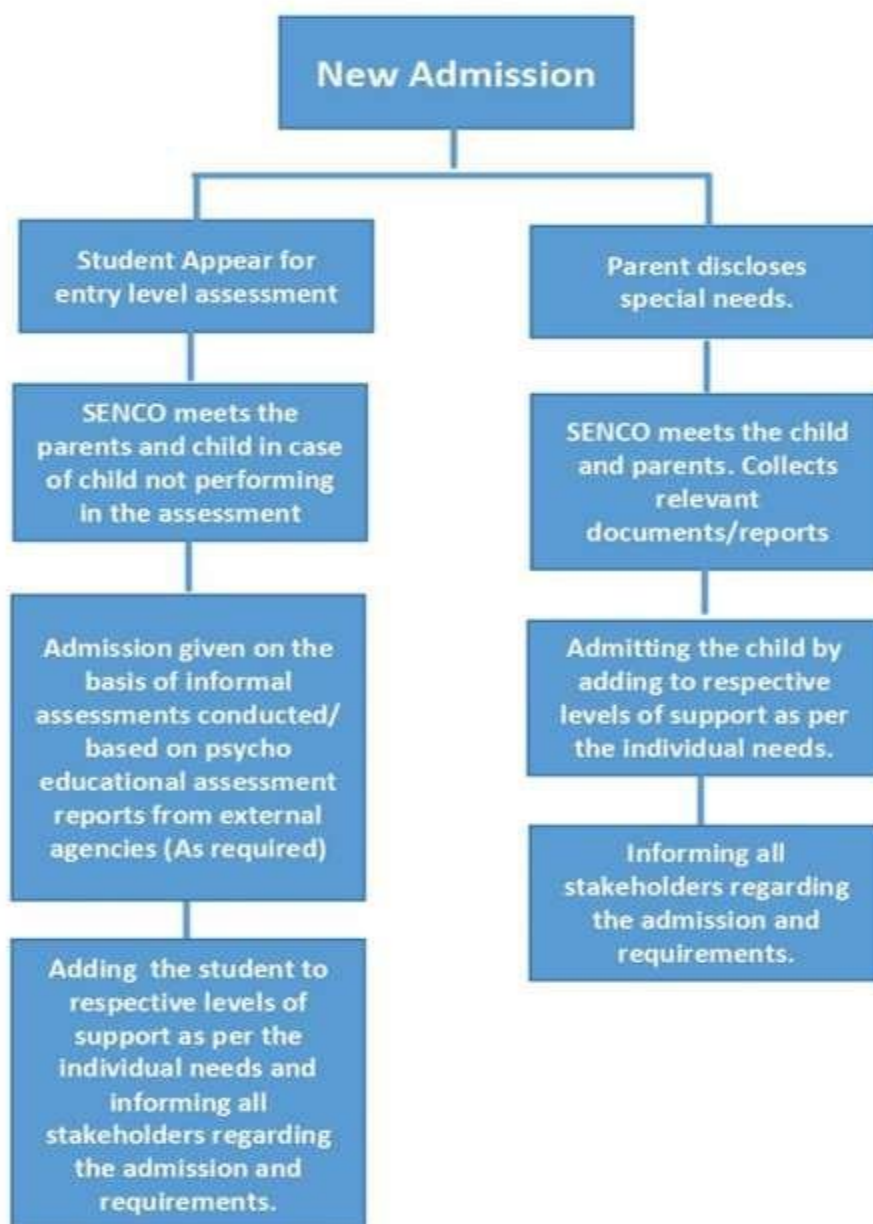
Admission Procedure for students with SEND

SEND stands for Special Education Needs and Disabilities, addressing support for students with diverse learning needs. SEND can encompass various categories including physical disabilities,



Sensory impairments, Speech and language difficulties, communication and interaction difficulties and specific learning difficulties.

Students with SEND and other disadvantaged groups are given admission in the school based on the nature of the concern of the student and the provisions available at school to support the child.

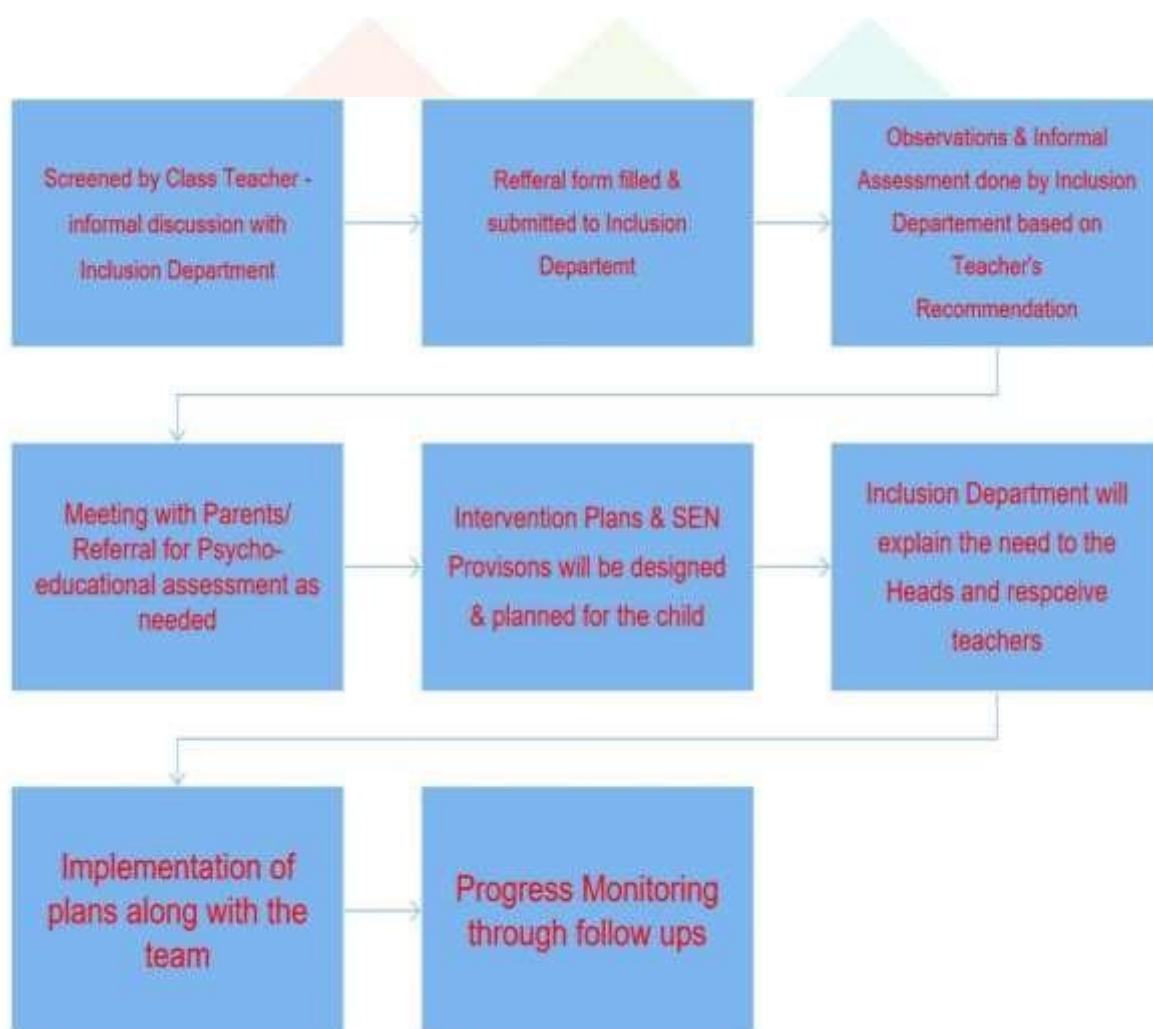




- The Registrar receives all necessary documentation (any medical, educational, or psychological assessment report, any relevant document from previous school, including other documents* required for admission procedure), for a student's file and then presents it to the inclusion team for review.
- The student's intake assessment and testing is then scheduled with SENCO by the registrar.
- The SEN Coordinator also speaks briefly with the parents after the assessment and reviews the questionnaire that parents fill out regarding the specific learning needs of their child.
- SENCO makes a recommendation for placement to section head and Principal, for approval, which depends on the capacity of the school to meet the students' needs.
- Registrar completes formalities and informs the class teacher regarding the placement; the inclusion team is also informed by the Admission's office when a student is placed into a specific classroom.
- Inclusion Team, section head and respective teacher confer before the start date of the student in order to discuss any particulars in their file.
- If a student's file includes an IEP or other similar plan from a previous school, the inclusion team will review the document(s) and implement as many strategies as possible, while developing an IEP based on the documents provided. If there is no previous plan, the inclusion team assesses and identifies the academic challenges and puts strategies in place in order to help them be as successful as possible at Woodlem.



Identification & Referral of existing students to SEN Department





- A teacher may refer a child for observation by SEND if any child continues to underperform despite in class support or shows behavioral difficulties. The SENCO and counselor observe the child, assess him and meet the parents to discuss the issue. A formal external assessment may be requested to confirm diagnosis. It is mandatory for parents to submit the report before next examination, so required intervention is worked upon.
- The teachers are given a brief about managing the student in the class.
- The parents are also given tips on managing behaviour and follow similar learning methods with reinforcements at home.

The INCLUSION TEAM is responsible for:

1. Diagnosis,
2. Intervention
3. Remediation/ enrichment for the gifted & talented,
4. Training teachers and staff,
5. Support parents to understand,
6. Liaising with wider community.

Early Intervention

Early intervention refers to the provision of support and services to individuals who are at risk of or have developmental delays or disabilities. It aims to address challenges early in life when the brain is most adaptable, improving outcomes and maximizing potential.

A few tasks undertaken by the Inclusion team are:

- ★ Planning and implementing intervention strategies and classroom accommodation with other teachers to achieve IEP goals.
- ★ Preparing IEPs in collaboration with classroom teachers and parents
- ★ Supporting an inclusive learning environment inside the school.
- ★ Contacting parents to inform them about the specific concerns of the students, IEP goals and guiding them with strategies to work with the students to achieve the goals
- ★ Observing and monitoring student performance in different learning areas



- ★ Providing feedback on student's improvement and performance evaluation during parent-teacher meetings and on the interim and end-of-term reports
- ★ Conducting formal and informal assessments when needed
- ★ Evaluating the IEP based on student's achievement and performance at the end of each term.

The Inclusion team maintains following data of all SODs with utmost confidentiality:

- Psycho educational Assessment /medical reports.
- Referrals made by teachers through a referral form.
- Individual Education Plan (IEP), Individual Learning Plan (ILP), Behaviour Management Plan.
- KHDA / CBSE exemption documents.
- Reports of counselling sessions with students.
- Sessions held with parents by SEN team after identification to discuss the difficulties and remedial measures.

Inclusive Assessment

- Receive a copy of the list of SEN students needing specific examination provisions and exemptions.
- Provide a copy of the list to the invigilator and to ensure it is implemented.
- Modified assessment papers to be given to SEN students if required. Question papers can be read out and extra time can be given to complete the paper.
- Provide seating arrangements conducive to the SEN students



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 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 difficulties 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 instead of writing.
- Access to the sensory room

Criteria for exiting from the Learning Support Program

Exiting the Learning Support programme will be a collaborative decision made by the Head of Inclusion, SENCO, 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.

Consideration for Alternative Schooling

The school will advise for alternative schooling or integrated schooling when the severity of behavioral concerns results in disrupting the teaching and learning of other students or when it is hazardous to the students themselves and others or when the support required for the child is inadequately available .

Institutions for Psycho Educational Assessments and external support services

1. SEED Special Needs Centre, Garhoud Dubai
2. Al Fasht Medical Centre Sharjah.

Identification of Gifted & Talented Students

Identification is based on External Benchmark Tests and Internal Academic Performance.

- **CAT4:** Students who score in any subject-specific battery (Verbal / Quantitative / Spatial) greater than or equal to 126.
- **ASSET:** Students who score stanine 8 and 9 in Subject Specific Batteries (English / Math / Science)

- **Academic Achievers** of the previous Academic Year (Annual aggregate of 90% and above in English / Math / Science.

Students meeting all these 3 criteria in subject-specific areas will be listed as gifted.

For students in lower grades, Academic performance in the previous academic year can be considered as the criteria for selection in the absence of external benchmark tests. In these cases, the school will assess the child using the Wide Range Achievement Test 5th Edition (WRAT5).

Support to Gifted and Talented students:

Gifted and Talented students will be supported by specific ALP developed by subject experts and GT-trained coaches in consultation with parents.

Opportunities for challenges are embedded in classroom planning through leadership and creative and collaborative project-based learning topics.

Evaluation And Review

To ensure its effectiveness and relevance, this policy will be reviewed annually or whenever regulatory bodies like DSIB/CBSE make changes in the regulation

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