


WISE INDIAN PRIVATE SCHOOL			<div><div>WISE INDIAN PRIVATE SCHOOL</div></div>		
King Faisal Street					
Al Riqqah,					
Umm Al Quwain					
UAE					
POLICY NAME		<u>Policy on Inclusion</u>		POLICY NO.	
				WISE/POL/HSE/	
EFFECTIVE DATE		April 1, 2021	DATE OF LAST REVISION	March, 2024	VERSION NO.
					002

VERSION HISTORY					
VERSION	AUTHOR	REVISION DATE	DESCRIPTION OF CHANGE	APPROVED By:	Signature of Approving Authority:
001	Sheeba Ibrahim Vice Principal	April 1, 2021	New Policy Draft	Sofiya Singh Principal	
002	Sangeeta Anand Vice Principal	March 1, 2024	Policy Revision	Anjana Iraddi Principal	

## INTRODUCTION

At Wise Indian Private school, we believe that barriers to learning should be identified, addressed, accommodated or removed for those who experience any specific learning needs, in a caring and supportive sustainable, healthy and safe environment. Wise Indian Private School is dedicated to creating an inclusive, safe, and supportive learning environment for all students, irrespective of their individual abilities, backgrounds, or special educational needs (SEN). This policy aligns with the UAE Federal Law No. 29 (2006) and subsequent directives from the Ministry of Education (MoE) regarding the inclusion of people of determination and special educational needs.

**“The inclusive school will be proactive in identifying barriers which restrict students’ achievement, participation and learning, and will take action to remove obstacles which lead to educational exclusion.”**

**“An inclusive school honors diversity and respects all individuals.”**

## VISION AND MISSION

### **Vision:**

Every Individual student is unique hence, we are committed to provide a stimulating and nurturing environment that will inspire and empower them to become more responsible, confident and well rounded.

### **Mission:**

To empower students to become ethical, intuitive, compassionate and creative members of the society, We strive to support this by building a more comprehensive teaching and learning method that addresses the (approaching or forthcoming) future.

## PURPOSE OF INCLUSION POLICY

1. To establish a clear framework for inclusion within our school.
2. To ensure that all students are recognized and supported according to their individual needs.
3. To promote an inclusive ethos throughout the school community.
4. To comply with all relevant laws and regulations regarding inclusion and special educational needs.

At Wise Indian Private School, all teachers set high expectations for their students, personalize learning, and foster holistic development. This is done within the common learning environment, ensuring that instruction is both appropriate and meaningful to each child’s unique needs.

## DEFINITIONS

**Accommodations and Modifications to Teaching:** Any adjustments to the way in which

teaching takes place, including lesson delivery and behavior management, so that it is suitable for the needs of students with additional learning needs.

**Accommodations and Modifications of Assessments:** Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. Accommodation and modification should be aligned with the needs of the student and any disability or impairment (e.g., extended time, scribe, and enlarged font). All accommodations and modifications to external assessments should be in line with guidelines of assessment providers/examination boards.

**Clinical Assessment Report:** A report arising from assessment of a student, conducted by a clinical psychologist, education psychologist, speech and language pathologist, doctor, or other suitably qualified professional.

**Modified Curriculum:** Enables alternative or multiple routes for engaging in learning, including a means of achieving educational qualifications alongside formal schooling. This may be appropriate for some students with additional learning needs but may not be equivalent to the qualifications obtained through the regular curriculum.

**Pull-out intervention:** Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist outside of the mainstream classroom.

## **INCLUSION DEPARTMENT**

In alignment with the guidelines set by MoE, the Inclusion Department plays a pivotal role in advancing and supporting inclusive practices within the School. We are dedicated to fostering an inclusive and barrier-free environment that promotes, protects, and ensures the success of all students of determination.

The UAE Inspection framework p.117 identifies six categories of need:

1. Behavioral, Social and Emotional;
2. Sensory (Visual and Hearing Impairment);
3. Physical Disability;
4. Medical Conditions or Health-related Disability;
5. Speech and Language Disorders;
6. Communication and Interaction;

The UAE Inspection framework identifies four categories of General Learning Difficulty:

- Learning difficulties 1- Below average general intellectual functioning is 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) - Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They 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: Down syndrome, Stickler syndrome and Williams syndrome.

The UAE Inspection framework identifies four categories of Specific Learning Difficulty:

1. Dyslexia – reading
2. Dysgraphia - writing/spelling
3. Dyscalculia - using number
4. Dyspraxia – fine and gross motor skills.

The school is responsible for the well-being of People of Determination, together with enabling them to join the school.

- Support for People of Determination is expected to be a general duty of all staff and students with a specific focus on promoting equality.
- Under these duties the school expects staff and students to work towards:
  - Eliminating unlawful discrimination;
  - Eliminating harassment of People of Determination;
  - Promoting equality of opportunities between People of Determination and other people;
  - Involved People of Determination in the formulation of actions; promoting positive attitudes towards People of Determination;
  - Encouraging participation by People of Determination in public life;
  - Taking steps to meet People of Determination's needs wherever possible and reasonable;
  - Identifying and analyzing potential discriminatory policies,
  - Practices and procedures in all aspects of the School's activities.

## LEGISLATION

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

To provide a special needs friendly environment and academic programs appropriate for students with disabilities in accordance with the rules and conditions determined by the

regulators and the concerned Government Entities in this respect;

## **IDENTIFICATION PROCESS**

We have a continuous cycle of identification, assessing, and planning, teaching and making provisions, which considers the individual needs of students. We recognize that the process is a continuum and cannot be dealt in isolation or in parts. Procedure followed in the classroom:

1. Initial Concern: Teacher or Parent expresses concern about student's learning or behavior through the Referral form.
2. Classroom Observation: SENCO/ School Counselor conduct observations in different settings (academic, social).
3. Intervention in General Classroom: As per the differentiated instruction, behavior support from the SENCO/Counselor Teacher applies targeted interventions or accommodations.
4. Review Progress: Monitor the student's response to interventions over time.
5. Develop and Implement ILP and pull out sessions with parental consent.
6. Monitor Progress (ILP goals)
7. Referral for formal assessment
8. Develop and Implement IEP with the help of School Support Team
9. Monitoring and Review of IEP

## **STUDENT SUPPORTIVE TEAM**

The school has an Inclusion Support Team consisting of representatives of

1. School Principal: Ms. Anjana Iraddi
2. Vice Principal: Ms. Sangeeta Anand
3. Head of Section- Middle school : Ms. Athira Pratap
4. Head of Section- Primary (KG- Grade 2): Ms. Nandita Shenoy
5. SENCO: Ms. Shahanas NV
6. School Counselor/ Psychologist: Ms. Rumana Mareeha
7. Inclusion champion: Ms. Ponmalar

## **PROVISION**

We implement a 'Graduated Approach' to student support, following the Assess, Plan, Do, and Review cycle. Our provision model is offering three levels of support as follows.

- **Level/Wave 1:** Quality First Teaching, providing universal support for all students. This involves high-quality, differentiated instruction within the classroom.
- **Level/Wave 2:** Targeted provision for individuals or groups of students. This includes additional, specific, and time-limited interventions delivered by the school's Inclusion Department.
- **Level/Wave 3:** Specialist, individualized provision for students with higher-level needs. This may involve personalized 1:1 intervention, a dedicated Learning Support Assistant, or external specialized services.

This structure ensures that every student receives the appropriate level of support based on their unique requirements. We aim to implement provision for every kind of frequently occurring

Special Educational Need, by offering a range of support plans, including Individual Education Plans (IEP), on a case by case basis. All students of determination on the Inclusion register have an IEP.

## **SCHOOL REGISTER**

- Students who are identified by the school as being; SEND and Gifted and Talented are entered in the school register.
- The register will be reviewed twice a year at the time of student target setting during which an evaluation of whether the student is reaching his or her full potential will be made.
- Progress will be monitored closely to ensure that students have a full range of opportunities to grow and develop their potential.

## **ADMISSIONS**

- The school treats all applications equally and admits students with a range of SEND / Additional Educational Needs. A formal diagnosis is not required to be given this priority and assessments from external specialists such as educational psychologists or medical professionals, are not compulsory. However, it is expected that parents are transparent with the school during the application process and disclose any special educational needs that the child may have. This is to ensure that the school can meet the child's needs, to support with provision planning and a smooth transition into the school for the child.
- If a child is identified as having SEND through previous records or the application form, the SENCO is notified, and a pre-sit-in assessment is conducted. This assessment involves the following steps:
  1. Parents are required to provide an educational psychology report if an assessment has been conducted, preferably not older than one year.
  2. Parents are invited for an initial meeting to discuss the student's needs.
  3. The student's communication, social, emotional, behavioral, and academic skills are observed, and findings are shared with the parents.
- It is essential that parents fully disclose all relevant educational, social-emotional, physical, sensory, or medical diagnoses, along with any written reports or additional academic support their child has received, during the admission application process. If, during the entry-level test, a student shows signs of additional needs previously unknown to the parents, the admission team will arrange for an interaction with the SENCO.

## **PARENT PARTNERSHIPS**

Strong partnerships with parents are essential to achieving the best outcomes for our students. We actively encourage parents to share their insights, experiences, and perspectives to enrich their child's learning journey. Parents are always welcome to contact the Head of Inclusion with any concerns regarding inclusive educational provision, and we encourage regular communication with the school to monitor their child's progress. Parents are also invited to collaborate in the planning and development of their child's Individualized Education Plan (IEP) and participate in regular meetings to discuss progress and future goals. Additionally, parents have the opportunity to meet with their child's class teacher three times a year during parent-teacher conferences.

## **RAISING AWARENESS OF THIS POLICY**

We will raise awareness of this policy via:

- Staff CPD
- Website: Available on Website

## **MONITORING AND REVIEW**

The Principal and the inclusion team will monitor the effectiveness of this policy on a regular basis and, if necessary, make recommendations for further improvements.

Supporting Policies and Documentations:

- Behavior Policy
- Safeguarding and Child Protection Policy
- School Admission Policy
- Gifted and Talented Policy