




DUBAI SCHOLARS
PRIVATE SCHOOL



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INCLUSION POLICY

Revision date	September 2023
Circulation	
Approval Signature	

This policy will be reviewed annually unless an incident; new legislation or guidance suggests the need for an interim review



Inclusion Policy

Purpose: This policy sets out the school's commitment to continue to work towards a more inclusive system within the school.

Policy Statement: Dubai Scholars is a part of the local community, and we welcome all students into our school. We believe that inclusion is really about making our school a reflection of our community and we commit to ensure that any child who walks into our school will be included, will be supported and will be a part of our community. We make it our responsibility to make accommodations to ensure that all our students are engaged in a rigorous and relevant learning programme.

Our vision:

Our Vision is to provide a student-centered learning environment where our children are authors of their own learning and become authors of their own futures.

Our Mission:

Our Mission is to prepare our students for the challenges of life, with the critical skills and communicative abilities to tackle those challenges that have yet to manifest in this rapidly evolving society. Our goal is to lead students to be confident individuals who are comfortable in taking risks but have the values to act with thoughtfulness and humility.

What is inclusion?

Inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND) in a common learning environment. In such settings, all students have access to quality instruction, intervention, and support, so that they experience success in learning. Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, to form positive social relationships with peers, and to become fully participating members of the learning community (*Dubai Inclusive education framework, 2019*).

At Dubai Scholars, we are committed to identifying, understanding, and breaking down barriers to learning, participation and belonging, while aiming to enhance the quality of educational experience for all the students by helping them play a full part in this school through-out their learning journey. Inclusive education includes the students of determination and Gifted/ Talented.

Whole School: Every member of the school community, including teachers, support staff, families, medical team, parent volunteers and students, work collaboratively to ensure students can access and participate in all aspects of school life. Our aim is to embrace and showcase diversity as a strength and support respectful relationships within the school community & between our students.



We address the different barriers experienced by students and develop strategies / plans to support inclusive education to cater to our diverse student population.

Accessible Learning Environments: The educational setting of our school and classrooms are being remodeled and infrastructure improvised to enable students of all abilities, identities and backgrounds, to access and fully participate in learning.

Committed Leaders: All leaders are committed to and are accountable for implementing inclusive practices. They continue to embed an inclusive ethos which is evident and understood across the school.

Skilled Work Force: Leaders, teachers, support staff and parent volunteers build on their expertise to propagate inclusive education practices. Best practices, continuous professional learning and mentorship are encouraged and supported.

Who is a student of determination?

As mentioned in the 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)

At Dubai Scholars, students of determination are included in the regular classrooms. These students are provided with equal opportunities where their learning needs are identified, understood and accommodated.

Identification and Intervention of Students of Determination:

Students of determination are identified through the following processes:

- **Admissions** – the admission criteria of the school is well accommodated for the admission of the students of determination. Students are not refused admission based only on their experience of SEND. CAT4 test is undertaken at the time of admission. Upon admission, an Assessment of Educational Need takes place to identify any potential barriers to learning, enabling the school to make reasonable adjustments, or based on the external assessment report submitted by the parents. Also, the inclusion team has developed informal assessments to identify the level of support required by the student.
- **CAT4 data** – at risk students are identified through the CAT4 data.
- **GL assessments**
- **NGRT**
- **Referral** – teacher/ parent/self
- **Observations by Head of Inclusion or Inclusion team**



Intervention:

At Dubai Scholars, we utilize formal and informal methods of assessment to accurately identify the type of need experienced by a student. This information is then used to inform the use of targeted, evidence-based interventions which accelerate learning, progress, and development. This is done through the 3-tier level of support:

Level 1: High quality teaching where teachers accommodate individual differences in ability, learning style and behaviour, through effectively differentiated classroom practice. Teachers respond to a child's learning needs inside the classroom. Any child who is not on par with classroom expectations is closely monitored and work is differentiated within the class. This could include a teaching assistant working in the classroom with a small group or with an individual child. Teachers differentiate their lessons within their lesson planning, and mode of teaching, teaching aids, parent recommendations and children's personal classroom targets.

Level 2: personal support and/or curriculum modification to enable a student to engage with, and participate in, appropriately challenging learning experiences and achieve within age-related expectations. Support teachers and or in-school specialists are likely to support this process by observing lessons and making recommendations as well as providing support through professional coaching and monitoring.

Level 3: Individualized programmes to accelerate progress or enable students to achieve their potential. This provision is 'additional to' or 'different from' the provision required to meet the needs of most of students within the school and is likely to include the use of specialist approaches, intervention or support services.

Provision of support for students of determination:

As per the level of support required the following plans are in place that are carefully developed and implemented by the team involved:

Individual Education plan: For students who experience the most significant barriers to learning an Individual Education Plan (IEP) is developed. This is mostly for the students on Level 3 support and few level 2 students if needed. The purpose of an IEP is to plan individualized provision in order to reduce the barriers to learning experienced by students of determination, as a result of their difficulty, condition or disorder. Parents and teachers along with the inclusion team are actively involved in the development of an IEP.

Individual Behaviour plan: Individual Behaviour plan is in place, for students experiencing major behavioral difficulties requiring level 2 or level 1 support. This is designed in collaboration with the school counsellor, Inclusion team, teachers and parents. The targets are mainly focused on the behavioural goals.



Individual Accommodation plan: Individual Accommodation plan is developed for the students on level 1 support. The accommodation plan is focused on the consistent and differentiated practice within the classroom setting.

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

Approach to Inclusive Education – Inclusion Support Team:

The provision of a high-quality strategic support is essential for the development of a fully inclusive system of education. To ensure that the policies are well implemented and monitored, Dubai Scholars has established an Inclusion Support team that consists of:

1. Inclusion Governor – Mr. Frank Scarcelli, Head of School
2. Inclusion Champion – Ms. Indhumathi Renganathan, Head of Inclusion
3. Learning support teacher - Ms. Ashmitha Daswaney
4. Learning Support teacher - Ms. Christina Ann
5. Learning Support Teacher - Ms. Shiann Rodrigues



6. Learning Support Teacher - Ms. Zeenat Mukudam
7. Learning Support Teacher - Ms. Ruth Luke Lobo
8. Learning Support Assistant (School LSA) - Ms Lorie R Evasco
9. Learning support Assistants – appointed by parents

The members of the Inclusion support team will:

- work in close collaboration with classroom teachers and other educational staff to support the education of students who experience SEND in common learning environments by providing coaching and support to teachers on a timely basis.
- meet on a regular basis, typically once a week.
- maintain minutes of the meetings and utilise effective systems to follow-up on specific actions and strategies iv. assign learning support assistants to individual students who experience special needs difficulties and/or class groups as needed. The allocation of these paraprofessionals will be dynamic. The focus and impact of their support will be routinely reviewed and their allocation may change in accordance with student and teacher need.
- Where appropriate, develop partnerships with special centres and external professionals who work with individual students. These partnerships will be responsive to the needs of students who experience special educational needs difficulties and their families to ensure access to high quality inclusive education.

Roles and Responsibilities:

Inclusion Governor:

The Inclusion governor will support the governing in establishing the inclusive ethos across the school.
The Inclusion governor will:

- 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.
- Provide with resources and budget to ensure that targeted plans are sufficiently resourced.
- monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.



Head of Inclusion:

The Head of Inclusion or 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 Head of Inclusion will:

- Work 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.
- provide advice and guidance to both teachers and parents.
- facilitate collaborative meetings to promote the development of individual education plans.
- monitor and support classroom teachers in the development and implementation of specific strategies to lower barriers to learning.
- implement evidence-based programmes of intervention for individuals and small groups of students.
- Monitor and track the progress of the students of determination.

Learning Support teachers:

The Learning support teacher is identified as a competent teacher who demonstrates high levels of skill and ability in applying inclusive approaches within their teaching practices. The role of the Learning Support teacher includes:

- Work in consultation with class teachers, plan their interventions carefully to address students' priority learning needs and to achieve the targets.
- Utilize the informal assessment tools to identify the barriers for the learning and decide the level of support for a student in consultation with the Head of Inclusion, teachers and parents.
- Develops the IEP/IBP/IAP in collaboration with the Head of Inclusion, teachers, parents and LSAs to plan the targets.
- Plans Short-term targets and planning reflects the Support Plan targets and breaks down the development of skills and content into small incremental steps to address each student's



specific needs on a weekly basis.

- Provide Push-in / In-class support to the students of determination to enhance the academic learning of the students of determination in a common learning environment.
- Conduct pull-out sessions focusing on the short-term skill based targets.
- Routinely assess, record and review the progress of the students of determination.

Classroom teachers:

Classroom teachers are responsible for the learning, progress, and outcomes of all the students in their classroom. 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.

Learning Support Assistants (LSAs):

LSAs should be enabled to work in collaboration with classroom teachers so that students of determination are successfully included in the classroom environment alongside their peers. The role and responsibilities of the LSAs will differ based on the need of the child they are working with, however following are the common responsibilities:

- 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.

Parents:

Parents play an integral role in the inclusive education process. The role of parents include:

- Work in collaboration with the inclusion team and teachers – in the planning of IEP, implementation of IEP.
- Regular communication with the inclusion team and the school staff.
- Submit the external assessment report or external therapies if necessary, upon the suggestion of the inclusion team.
- Provide a learning support assistant if necessary, upon the suggestion of the inclusion team.
- Liaison between the inclusion team and the external therapists to facilitate collaborative work.

Monitoring and progress of the students of determination:

Students' progress in relation to achieving their targets is regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation) that allow students to demonstrate their progress. Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn lead to adjustments in support plans. In addition to monitoring outcomes at the individual level, it is also important to review outcomes at group, class and whole-school level. This review could include measures of attainment, communication, independence, attendance, social inclusion and well- for students of determination.