

## INCLUSION POLICY

Written by	SenCo	Reviewed by	Vice Principal	February, 2022
Approved by	Principal	Next Review		February, 2023

### Introduction

The Emirates American School in accordance with 'The Federal Law No. 29, 2006' promotes highly inclusive ethos and is committed to offering an inclusive curriculum to all of its students, to meet their needs or abilities and to ensure the best possible progress. The policy provides a guideline to support the school to develop internal capacities to identify and remove barriers that restrict achievements and educational experience of students with Special Educational Needs due to identified, diagnosed or undiagnosed causes.

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistant. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instill life -long learning aspirations for everyone through a range of activities which are fun and enjoyable.

### Purpose, Aim and Objectives:

- Our aim is to raise Inclusive society with responsible and empathetic individuals and leaders of tomorrow.
- We look forward to provide a nourishing environment which is accommodating to needs of our individual learners
- We seek to abide and comply with regulations in line with the National Agenda
- To ensure that all students have access to a broad and balanced curriculum
- To ensure the identification & screening of all students requiring SEND provision as early as possible on their entry to school.
- To ensure teachers provide differentiated learning opportunities for all the students within the school and provide materials appropriate to children's interests and abilities.

- To ensure that students of determination take part as much as possible in all school activities
- To ensure that parents/guardians of SEND students are kept fully informed of their child's progress and attainment
- To ensure that students of determination are involved, where practicable, in decisions affecting their future SEND provision
- Provide training for all staff working with SEND to enable them to support the individual needs of SEND students effectively.

### Definition of Special Needs as Defined by MOE:

The following categories of Special needs are recognized by Ministry of Education, UAE as categories of disabilities that qualify a student to receive special education programs and related services, if it can be demonstrated that the disability adversely affects the child's academic performance:

Areas/Domains	Description
<b>Specific Learning Disabilities</b>	A specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language spoken or written that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations and/or mathematical reasoning, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
<b>Physical and health related disability</b>	This means physical and health problems which are chronic or severe in a manner that they lead to poor and limited functionality and adversely affect the educational performance of the student such as: (asthma, attention deficit disorder with hyperactivity, diabetes, heart disease, epilepsy, leukemia, cerebral palsy, renal failure, HIV, and head injuries etc).
<b>Visual Impairment</b>	Visual impairment means impairment in vision that, even with correction, adversely affects a child's educational performance. The term visual impairment includes both partially sighted and blindness.
<b>Hearing Impairment Including Deafness</b>	Hearing impairment including deafness means an impairment that, with or without amplification, adversely affects educational performance; may be permanent or fluctuating; may be so severe that the child is impaired in processing linguistic information through hearing, with or without

	amplification.
<b>Speech and Language Disorders</b>	Speech and language disorders means having a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance.
<b>Autism Spectrum Disorders</b>	Autism spectrum disorder (ASD) is a developmental disorder that affects communication and behavior. It causes severe and pervasive impairment in thinking, feeling, language, and the ability to relate to others.
<b>Emotional and Behavioral Disorders</b>	<p>An emotional and behavioral disorder means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:</p> <ul style="list-style-type: none"> <li>(a) an inability to learn that cannot be explained by intellectual, sensory, or health factors;</li> <li>(b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;</li> <li>(c) inappropriate types of behavior or feelings under normal circumstances,</li> <li>(d) a general pervasive mood of unhappiness or depression, and</li> <li>(e) a tendency to develop physical symptoms or fears associated with personal or school problems.</li> </ul> <p>The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.</p>
<b>Intellectual and developmental Delays</b>	Intellectual and developmental Delays, formerly called "mental retardation" means having significantly below average general intellectual functioning, existing along with deficits in adaptive behavior which are manifested during the developmental period and adversely affect a child's educational performance.

## Admission

Any student that whose limitation can be described under the UAE's Special Education Policy; 'The Federal Law No. 29, 2006' will receive Special Education support through all academic and cross curricular areas of School. The school is fully equipped and modified to support SEND Learners with access to premises and all activities.

## Admission Procedures

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

As an inclusive school, EAS treats all applications equally; admitting students with a range of SEND. Admission applications for children who have identified additional needs are reviewed in partnership with SLT/SENDCO/Registrar to ensure if EAS can meet the needs of the child.

## Referral Procedures

For students who are already in mainstream education system, Subject teachers have a prime responsibility in identifying a student with a learning difficulty. Teachers are advised to practice all possible strategies before referring a student to the SEN department. However, if there is no progress, teachers will fill a referral form and submit it to the respective supervisor. Supervisors will confirm the situation and forwards the referral to the SENCO. Finally, the SEN team will take action and begin the required interventions. The protocol of screening will include:

- Collecting and documenting all the recorded/informed concerns
- Take parents' consent to screen the child (if needed)
- Conduct behavioral observation for the child.
- Conduct 1-1 screening for academic skills
- Share result with SLT, Supervisors, and Social Workers.
- Devise a conclusion and meet the parent to discuss outcomes.

## In order to receive the SEND support

The parents must produce an authentic external diagnostic / medical report, stating child's condition and needs. The parents must provide details of any medication and its effects, if any. The child must take an internal educational diagnostic to let SEND department assess his educational needs to design his IEP. If/when needed the parents will provide the shadow teacher for the child to accompany him/her in school after approval from Principal.

## Support provided by SEND Department

Any student enrolled in SEND department receives:

- An Individualized Educational Plan (IEP)
- Individualized Behavior Plan

- Modified Term Plan
- Pull out sessions in group or one to one setup for English, Mathematics and Arabic
- Modified booklet/worksheet and study portions
- Modified exams: Post lesson Assessment, skill assessment, mid-terms and End of Term Exams
- Support and consideration in all school activities
- 1-1 exams are conducted for all student to optimize the support.
- Support through all subjects as per student's need
- The school also allows the use of Assistive tools for SEND students to learn and participate better
- The SEND departments work to enhance social and communication skills
- The Send department will also provide behavior Interventions and Sensory integration wherenecessary

### SEND Documents & Record Keeping

Parents are important part of this process and we keep in contact with parents through following manner:

- Parents are contacted by email, phone call, messages / online meeting through MS Teams on Bi-Weekly basis to have their input
- Parents are provided following documents:
  - IEP
  - BIP
  - Modified Term plans
  - Modified booklets & online study materials
  - Student's Timetables
  - Monthly report
  - End of term Reports
  - Study portions
- Parents can contact the school and SEND department anytime and can request for modificationplans which is then reviewed and accommodated according to Students need.

### Targets and Progress monitoring

To standardize the process of delivering and monitoring progress on each child's IEP goals, we have integrated ABBLs® and AFLS® in our system. Students' progress is monitored by monthly reviewing the achievement of targets achieved. If the child has not achieved the goals within the set time, the assessment is conducted to evaluate the factors effecting the progress. A modified plan is initiated for the child to achieve the targets.

## Reviewing an Action Plan

Individual Action Plans will be reviewed at regular intervals (once in a semester) with the inclusion of parents, caregivers and pupils' views.

# Roles and Responsibilities

## Role of the SENDCo

The SENDCO has responsibilities for:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision of children with SEND
- Managing the Learning team and support staff
- Planning and coordination away from the classroom
- Maintaining appropriate records
- Teaching children with SEND
- Observing children in class without a teaching commitment
- Managing, supporting and training Teaching Assistants
- Monitoring and supporting the successful implementation of CPDs
- Monitoring and tracking children's progression
- Contributing to the professional development of all staff
- Ordering and management of the specified agreed resources for SEN provision
- Liaising with parents and caregivers
- Liaising with outside agencies: educational psychologists, speech and language therapists, occupational therapists and child and adolescent mental health professionals etc
- Liaising with potential next providers of education to ensure a smooth transition
- Ensuring that the school keeps the records of all children with SEND up to date

## Role of SEND Teachers

These to include:

- Responsibility and accountability for the progress and development of their children
- Being aware of the school's procedures for identification and assessment of children with SEN
- Complies with all rules, regulations and procedures as outlined in the Employee Handbook and General Rules for the Provision of Special Education Programs and Services (Public & Private Schools).
- Collaborating with the SENDCO to decide on the actions required
- Support individual students in reaching their IEP targets
- Analyze assessment data and identify progress and attainment of individual Students that

are causing concern

- Maintain baseline and progress data for delivered interventions
- Implement, deliver and monitor devices programs alongside documenting progress and achievement rate of each child on his individualized plan.
- Keeping and updating records
- Keep annotated notes and records to provide detail of success and difficulties of Students liaise with SENCO on a day to day basis or as required
- Communicating and delivering correct information to parents.
- Developing and implementing CDPs with children, parents and staff
- Seeks professional growth through reading, attending workshops, seminars, conferences, and/or completing advanced course work.

### Mainstream Teachers' Responsibilities

- Familiarize themselves with Student's records and information regarding their special educational needs
- Support individual students in reaching their IEP targets
- Be alert to the possible need for monitoring Students who are causing concern
- Consult with and keep the SENCO informed of any changes
- Implement the teaching needs of Students with statements, which may include the management of a special support assistant/teacher
- Assess in order to plan and devise specific strategies for managing Students with SEND
- Follow advice and support from SEND department to ensure that all Students with a variety of needs and barriers to learning within school are included at all times

### Role of Shadow Teacher

- Complies with all rules and policies in regards to safety.
- Helps in-charge SEN Teacher develop, plan, and implement appropriate curriculum and methods.
- Assists Classroom and SEN Teacher in the development of each child's individual goals and objectives.
- Sets up and maintains appropriate learning environment.
- Ensures that the assigned individual is in her constant supervision and is NEVER left unsupervised.
- Meets monthly with the Classroom and SEN Teacher for supervisory meetings.
- Maintains accurate daily progress notes, data collection, attendance records and completes all paperwork in a timely manner.
- Maintains discretion and confidentiality of child and family information at all times.
- Alerts Classroom and SEN Teacher to any problems or social information about an individual child.
- Assumes temporary responsibility for the learning environment in the absence of the Classroom and SEN Teacher.

- Communicates professionally at all times with students, family members, consultants, elementary school personnel, referral sources, all other staff members and other providers.
- Performs daily activities such as, but not limited to, reading, playing and doing activities with the children, changing diapers, food preparation, as well as the cleaning and organizing of the physical space.
- Performs such other appropriate and position-related duties and assumes such other responsibilities as Classroom teacher, Special Educational Need Teacher and/or the SENCO may assign.
- Must possess the ability to deal with the stress of the position in an appropriate manner.
- Must possess the mental, physical and emotional health to carry out the responsibility of supporting the child throughout the curricular and co-curricular activities.

### Role of Parents

- Parents are the equal participants and support provider for students. Each parent is expected to:
- Take responsibility of child's learning
- Take interest in child's development
- Be actively engaged in educational journey
- Must read and respond to every document sent through email
- Must ensure that home plans are implied and followed regularly
- Participate and attend school meetings
- Provide input and feedback for improvements

### Role of Children

- To know and work towards their targets and set high expectations of themselves
- To be honest about their learning
- To come to school prepared and ready to learn
- To try their hardest in all they do at school
- To engage with target setting, self-assessment and all learning experiences

### NOTE:

*This policy is solely devised for Emirates American School, Sharjah. The purpose of this document is to draft clear outlines for all individual entitled to deliver and implement the inclusion within school system. The SLT members along with SENDCO is responsible to ensure the Policy is implemented and no violations are made.*